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ABSTRACT

Brief histories and program descriptions are presented for 17 public and private community colleges in Arizona. Of these, seven are located in Maricopa County. Overall, the nine community college districts had a combined budget of \$115,267,361 in 1978-79 which was a 15% increase over 1977-78. Actual full-time student equivalent enrollment (FTSE) at the 45-day census period for fall 1978 was 50,037, a decline of 3.2%. The operational cost per FTSE in 1978-79 ranged from \$1,602 to \$2,552. Larger size in a college ordinarily resulted in lower per student costs. Individual college descriptions present the following types of data: history, enrollment, funding, operations budget, physical plant operation, faculty characteristics, student characteristics, outreach and educational programs, occupational and general education curricula, student support services, funding, and future planning projections. Appendices contain a summary for the 1978-79 budget for the system, FTSE and headcount enrollment censuses by college, a map of the community college districts, and a curricula matrix. (MB)

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ARIZONA'S PUBLIC
AND PRIVATE
COMMUNITY COLLEGES

Brief Histories, Their Status in 1979,
And a Look at Their Futures

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JC 790 151

TABLE OF CONTENTS

	Page
1. INTRODUCTION.	iii
2. ARIZONA WESTERN COLLEGE	1
3. COCHISE COLLEGE	10
4. COLLEGE OF GANADO	18
5. EASTERN ARIZONA COLLEGE	23
6. MARICOPA COUNTY COMMUNITY COLLEGES.	38
A. PHOENIX COLLEGE	38
B. GLENDALE COMMUNITY COLLEGE.	39
C. MESA COMMUNITY COLLEGE.	40
D. MARICOPA TECHNICAL COMMUNITY COLLEGE.	42
E. SCOTTSDALE COMMUNITY COLLEGE.	44
F. RIO SALADO COMMUNITY COLLEGE.	44
G. SOUTH MOUNTAIN COMMUNITY COLLEGE.	45
7. MOHAVE COMMUNITY COLLEGE.	46
8. NAVAJO COMMUNITY COLLEGE.	50
9. NORTHLAND PIONEER COLLEGE	55
10. PIMA COMMUNITY COLLEGE DISTRICT	59
11. PINAL COMMUNITY COLLEGE DISTRICT.	75
12. YAVAPAI COMMUNITY COLLEGE DISTRICT.	80
APPENDIXES.	86

APPENDIXES

	Page
1. Narrative Summary of the 1978-79 Final Adopted Budget for Arizona State Community Colleges. . . .	87
2. Full-Time Student Enrollments in State Community Colleges, Fall, 1978, After the 45-Day Census	90
3. Headcount Enrollments in State Community Colleges, Fall, 1978, After the 45-Day Census. . .	91
4. Arizona State Community College Districts and Private Community Colleges in Arizona.	92
5. Curriculum Matrix for Arizona's State Community Colleges	93

INTRODUCTION

Since the earliest roots of community colleges in Arizona, Eastern Arizona College (1890), and Phoenix College (1920), the state and its citizens have benefited from these institutions. In 1960 the state legislature passed enabling legislation for the creation of state-county community colleges. Arizona Western College at Yuma became the first community college to be formed under these statutes. A rapid succession of county-state community colleges began.

At this writing, most of the counties have exercised the option to create community colleges. Arizona has created a community college virtually within commuting distance of its public to help meet the needs of the citizens for:

1. General Education: those courses and experiences that everyone needs regardless of the career pursued,
2. Occupational education which prepares adults for employment in one or two years,
3. The improvement of learning skills whether they be for basic adult education or for entrance into occupational or transfer programs,
4. Two years of academic work that can be transferred to a senior college or university,
5. A variety of community services using the facilities and faculty of these community colleges to help improve the quality of life in each county,
6. Adult or continuing education which recognizes that few people ever cease to learn whether learning be for avocational, vocational, general, or professional reasons.

Who can accurately describe the influences that these community colleges have had in the lives of individuals? They have been immense and varied.

Appendix 1, on page 87, provides several benchmarks of the state system of community colleges. The nine community college districts in 1978-79 had a combined budget of \$115,267,361 which was a 15 percent increase over 1977-78. The districts in 1978-79 projected a 9.7 percent increase

in full-time student equivalent enrollment or a total of 55,644 FTSEs. Actual FTSE at the 45-day census was 50,037, a decline of 3.2 percent as shown in Appendix 2. The average operating cost of Arizona public community colleges for 1978-79 was \$1,820 per FTSE which is an increase of 7.8 percent over the previous year. State aid met 31 percent of this cost, 52 percent came from college district levies, and 17 percent from tuition, cash balances and miscellaneous income.

As can be noted, the operational cost per full-time student equivalent in 1978-79, ranges from a low of \$1,602 at Pima Community College District to \$2,552 at Arizona Western College in Yuma County. Larger size in a college ordinarily results in lower per student costs, however, the range of programs and services, salaries, cost of maintaining the physical plant, and utilities also play important roles as cost determinants.

The smallest public community college in Arizona in 1978-79 was Mohave with 1,140 FTSEs; the largest district was the Maricopa County Community College District with 26,862 FTSEs. These statistics were from the 45-day census report, Appendix 2.

Other data are included in Appendix 1, such as: tax rates, assessed valuation of counties with community colleges, vocational-technical FTSE enrollments in each college district, and additional budget information regarding capital outlay and debt service requirements to retire outstanding bonds for buildings. (Two community college districts have no debt service obligations at this time.) Four counties: Santa Cruz, Greenlee, Apache, and Coconino do not have community colleges; a bond issue failed in 1978 in the latter county.

These data were gathered and verified by State Community College Board officials.

Appendix 4 shows the location of Arizona's public and private community colleges. Appendix 5 shows the wide range of curriculums available to students in each state community college.

The authors extend their appreciation to the college leaders--students, faculty, and administrators for their help in preparing this report and to the Executive Director of the State Board for Community Colleges. We also recognize and extend appreciation to the following doctoral students who prepared sections of this report: Mr. Ron Adams and Mr. Frank Knaack of Northern Arizona University

and Mr. John F. Jackson, Georgia Cole Brousseau, Mr. Kent Gompert, and Mr. Candido Mercado from the University of Arizona.

Finally, our thanks to Dr. Eldon Roth, Associate Professor, N.A.U., for his assistance in proofreading.

We hope that the report documents the creation of each college, its status in 1979, and presents some of their general goals for the years ahead.

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1979

ARIZONA WESTERN COLLEGE

Introduction

On September 12, 1961, a proposal to form the Yuma County Junior College District was presented to the voters, and passed by an overwhelming majority. This was the first new public two-year college to be established in Arizona since 1921. The State Board elected a 640-acre site about eight miles outside the city, and Dr. John B. Barnes became the first president.

In May of 1962, after the voters had passed the necessary bond issue, Arizona Western College became a legal entity. The College opened in the Fall of 1963 with 27 faculty members, 4 deans, and 9 department heads. A student enrollment of 220 had been predicted, but 1,086 enrolled. Interest in the College increased so much that it soon began to offer courses in Parker, Marine Air Base, and Yuma Proving Grounds. The University of Arizona and Arizona State University established extension courses on the Arizona Western campus soon thereafter.

During the second year of operation (1964-65) full-time student equivalent enrollment (FTSE) increased to 953. The faculty increased to 50 members and that same year AWC fielded its first football team. Signs of growth continued. The first dormitory, Kino House, was built late in 1963, followed by the De Anza dorm in 1965, and the Garces House in 1966; these names were taken from several of the great Spanish explorers of the Southwest. The Business Administration Building, Technology Complex, and Library Learning Center were added to provide space for programs in nursing, business, and home economics. A short while later, AWC had to construct a child-care center and cottages to manage the overflow in student residence. By 1973, a College Union had been constructed with dining facilities, game and meeting rooms, and a bookstore, in an effort to meet the needs of students.

Evidence of expansion appeared in other areas also. In the Spring of 1964, 4 students received their associate degrees, whereas in June of 1965, 42 students graduated. The first summer session began the same year, and off-campus sites expanded to satellite centers in Parker and Somerton. Evening courses and miscellaneous offerings were also established in Salome, Quartzsite, Wellton, and in Gila Bend. Even in Yuma itself, AWC made use of community centers. Classes began meeting at the Community Education Center, and other varied locations in the metropolitan area.

Enrollment

Figures (see Table 1) taken from the State Community College Board report of FTSE from 1973 to 1978 reflect trends in student enrollment. Several conclusions can be drawn from those data. Enrollment peaked in 1974-75 and declined slightly each year thereafter. This decline is no doubt due in part to the decreasing pool of 18-22 age youth. At the same time, it is also significant that in recent years AWC made strong gains in out-of-country and out-of-state students.

Operations Budget

Figures released by the State Board for Community College Education for Arizona Western College reveals several patterns (see Table 2). Due to the current trend in student enrollment, the request for state aid based on FTSE dropped slightly in 1977-78, but increased for the 1978-79 year. In contrast, state aid for Voc-Tech FTSE and capital outlay requests have grown steadily and are projected to continue increasing for 1979-80.

Table 3 presents the current operating budgets for AWC for the years ending June 30, 1977, and 1978. It shows the operating funds received from various sources and expenditures by budget categories.

Physical Plant

Arizona Western has outlined a development program of capital outlay projects over the next five years. Two of those projects, an irrigation canal, and installation of a sprinkling system for the land laboratory, have been finished. Others scheduled for completion before 1983 are:

- | | |
|---|--|
| -sewer line extension | -wash rack for vehicles |
| -electrical back-up system for dormitories, College Union, cottages | -additional fire hydrants acc. and wells to OSHA standards |
| -welding laboratory additions | -filter system for water in dorms |
| -conveyor belt, cafeteria | -sidewalk construction |
| -construction of baseball field | -addition of two parking lots |
| -replacement of diesel bus (crown coach) | -addition of paved road to main entrance road |
| -additional diesel bus (crown coach) | -warehouse for enclosed storage |
| -resurface campus roads | -power management system |
| -resurface asphalt sidewalks | -roof repairs on 20 buildings |
| -widen existing peripheral road | |

-two new tennis courts, lighting for tennis courts,
three handball courts

Faculty

The steady growth of faculty and administration reflects the efforts of AWC to serve a growing enrollment. The college, for 1978-79, had a staff of 66 full-time and over 166 part-time faculty members, and an administrative staff of 25. Of the full-time staffs, a breakdown by degree follows:

	<u>Doctorate</u>	<u>Master's</u>	<u>Bachelor's</u>	<u>Other</u>
Faculty	6	47	13	-
Administration	1	17	3	4

Educational Programs

As a community college, Arizona Western is committed to meeting the needs of its population by offering a wide variety of programs.

The university parallel program enrolls the largest number of students, and lists the following goals:

- A. to provide courses and experiences which meet general education purposes,
- B. to offer beginning courses in a variety of fields in which students plan to major and minor in,
- C. to assist beginning students in the development of college study habits, library techniques, and independent approaches.

The Associate of Arts degree is offered in 29 areas for the student to choose from:

-business	-nursing	-physics
-English	-general science	-engineering
-journalism	-industrial education	mathematics
-Spanish	-biological sciences	-pre-pro. health
-art	-education	sciences
-music	-chemistry	-pre-law
-speech	-geology	-law enforcement
-theater	-geophysics	
-physical education	-geological engineering	
-professional agri-	-marine science	
culture	-medical technology	
-home economics		

Occupational Programs

A second major program area, occupational education, offers instruction in one- and two-year programs that prepare people for immediate employment. Of the one-year programs, specialized diplomas can be earned in the following fields:

- data processing
- marketing/retailing
- secretarial and clerical
- general business
- child development
- agricultural business management
- plant and animal sciences
- agricultural equipment technology
- welding technology
- machine and manufacturing processes

Associate of Applied Sciences (AAS) degrees are offered in 26 areas:

- business
- data processing
- office services
- secretarial curriculum
- marketing and management
- broadcasting music
- power equipment technology
- animal sciences
- agricultural business management
- plant science
- nursing
- engineering aide
- hospitality food services
- geological aide
- child development
- chemical technology
- law enforcement
- auto technology
- manufacturing and construction
- graphics technology
- electronics technology
- fire science
- general technology

The occupational function also offers cooperative education, work experience, family education, SARAHELP, and emergency medical technology.

Cooperative education represents a phase of the occupational function that allows learning experiences gained through supervised employment in the community to supplement a formal study on-campus. CO-OP students work at training stations that are directly related to their career goals for which they receive wages as well as credit which may be applied towards graduation. A training agreement and plan are developed jointly by the student, employer, and college coordinator and is used to evaluate each student's progress.

Work experience related to a program is designed to provide college students the opportunity to become involved in a work situation to upgrade their understanding of factors leading to successful employment. Unlike cooperative education, related work experience is not a prerequisite to the student's occupational goal, in that there is no specifically related class requirement.

To those interested in self and/or family improvement, the College offers a Family Education Program (FEP). The program is based at the Community Services Center in Yuma but classes are taught throughout the city. During several cycles of short duration, classes cover family relations, homemaking enrichment, woman in the world of work, etc. FEP cooperates with other college departments in workshops and similar activities.

SARAHHELP, an acronym for the Southern Arizona Regional Allied Health Education Linkage Program, helps its graduates prepare to enter the health care profession as dental assistants, ophthalmic dispensers, radiologic technologists, and respiratory therapists. Students accepted into the program may complete the first year of study at AWC, then transfer to Pima Community College to complete their studies. The first year of the curriculum at Arizona Western consists of courses in basic sciences, communications, social sciences, humanities disciplines and common to all allied health programs.

The first semester of the program helps orient the student to health occupations, acquire knowledge of health science fundamentals and explore health care delivery concepts and applications common to all health workers. The summer session, (where applicable) and the second year at Pima Community College concentrate on the clinical and theoretical education within the student's area of health specialization.

Outreach Education

Under the direction of the Extended Education Division, coursework and institutional services are provided throughout Yuma County to enable people to pursue an education where they reside. The communities served include the Yuma Proving Ground, Parker, Salome, Wellton, Somerton, Gadsden, Quartsite, Gila Bend, Dateland, Winterhaven, and the Marine Corps Air Station.

A special program also exists for recent high school graduates. The period of June to August is designed to make it possible for them to begin their basic college requirements in English, math, and social sciences.

Federal programs offered by AWC involve cooperation with various government agencies to offer a number of community based programs, such as the Basic Institutional Development Program, Manpower Training for Migrant Opportunity Program, Nutrition for the Elderly through the Bureau of the Aging, and Emergency Medical Training through the Department of Public Safety, and a large Title III Developing Institution grant which has been funded for several years.

General Education

The General Education Program at Arizona Western concentrates on developing the overall educational experience, regardless of a student's field of interest. The program has the following objectives:

- a. to practice clear integrated thinking about the meaning and value of life,
- b. to find a means of self-expression in music and the various visual arts and crafts,
- c. to choose vocations that will make optimum use of their talents and enable them to make an appropriate contribution to society,
- d. to develop a wholesome appreciation for the values of relationships involved in the family unit,
- e. to develop an abiding habit of personal growth through lifelong study and reflection on problems and issues,
- f. to maintain one's own health and to share the responsibility for protecting the health of others,
- g. to communicate through writing and speaking at a level of expression adequate to the needs of modern society,
- h. to attain sound emotional and social adjustment through the enjoyment of a wide range of social relationships and the experience of working cooperatively with others,
- i. to reflect upon problems clearly and sharply, to collect, evaluate and weigh evidence and to arrive at reasonable solutions to problems,
- j. to participate as active and intelligent citizens in dealing with interrelated social, economic, and political problems of American international life.

It is not assumed that these objectives can be attained through college attendance alone. Their attainment involves a

learning process that continues through life. AWC contributes to these objectives by providing a core of common learning and experience consisting of patterns that meet most of the requirements of regional colleges--27 semester credit units for the Associate of Arts degree, and 21 units for the Associate of Applied Sciences degree.

AWC offers several services to the community and the state of Arizona. In 1970, a major gift of broadcasting equipment gave AWC the capability to open radio station KAWC, the fourth National Public Radio station in America to receive multiple broadcast signals at an on-campus station via the Westinghouse Westar Satellite. KAWC-AM and KAWC-Cable FM are involved in the broadcast of both educational and community service programs in both English and Spanish. In agricultural endeavors, Federal and state funds enabled AWC to build a forty-acre demonstration farm in 1978 capable of showing every major irrigation method in the area of desert agriculture.

Student Support Services

The aim of guidance and counseling at AWC is to assist its students in their educational and career goal planning. Certain priorities have been established for the program. They are:

- a. to aid the student in implementing a program of study,
- b. to develop a higher degree of self-understanding on the part of students involved,
- c. to relate the student's interests and aptitudes to his education and career planning,
- d. to stimulate the student's desire to fully utilize his abilities in attaining his own goals,
- e. to maintain a liaison with the Yuma Guidance Clinic for students needing any degree of psychiatric treatment,
- f. to provide the student with such assistance as he or she may need for total development as a whole person.

The counseling staff, together with members of the faculty, provide students with an on-going advisement program. Students are encouraged to maintain a close contact with their advisors.

Upon completion of their training at AWC, graduates pursuing career interests are urged to use the placement services offered by the College.

AWC offers a wide variety of other student personnel services. For those students wishing to live on-campus, there are three residence halls. The College also furnishes a limited number of apartments for married students. Non-commuting students 23 years of age or younger are required to live in College dormitories.

The College contracts with a private company for food services--they provide both cafeteria meals and snack bar lunches. For health services, the College employs a Registered Nurse; and for medical expenses, a student receives an accident insurance plan as part of registration and matriculation fees. This policy covers class and school sponsored activities in which the student is a participant.

Another service available to student is financial aides. The Financial Aides Office coordinates Federal, State, institutional and private student assistance programs that use the American College Testing Family Financial Statement (ACT-FFS) to determine these needs. Financial scholarships are available, based on leadership, academic achievement, financial need, and special abilities and talents such as music, art, drama, and athletics.

As an alternative to scholarships and loans, AWC has part-time employment opportunities for those students wishing to finance part of their education. A satisfactory scholastic grade average must be maintained, along with normal progress towards a degree in coursework, and a satisfactory performance on the job.

Educational Innovations

As Arizona Western continues to grow, innovative techniques are formulated to meet students' changing needs. AWC has made extensive use of its radio facilities, KAWC-AM and KAWC-Cable FM, for example, as mentioned before. The staff is composed primarily of students, and upon graduation, each receives an FCC Third Class Radio Telephone License with broadcast endorsement, giving them a wide range of employment opportunities.

The Department of Journalism offers another example of innovation. Besides theoretical concepts, it concentrates on practical writing and the editing of publications. In other areas, new techniques in reading improvement are being used at AWC to develop speed, comprehension, vocabulary, content reading, skimming and critical analysis.

For those students with non-English backgrounds, the ESL program at Arizona Western is designed for the needs of those having difficulty in English. Daytime courses are modules that

give two hours credit per semester, while evening offerings are a semester in length and give three hours credit. The forty-acre demonstration farm used for desert irrigation methods is a fine example of new ideas in occupational education, particularly in the field of agriculture and human sciences. The use of public schools and extension centers for college courses represents yet another example of how community needs are served. Another is the use of faculty and administrative members of the college to serve on committees of various community agencies and bind closer the relation that draws the two parties together. In the field of arts and drama, AWC, in cooperation with the Yuma Fine Arts Association, the Arizona Commission on Arts and Humanities, and the National Endowment for the Arts brings drama, music, mime, and dance to its campus each year. The College also offers a wide array of spectator sports in its athletic programs for students and community--particularly in football, baseball, and basketball; and permits the use of its facilities for conventions, public seminars, and for civic groups.

A Look Ahead

In the view of the AWC President, the institution is at a crossroads. The College needs to develop a long-range plan to chart its course for the future. This plan, in President Borland's view, must give serious attention as to how it can best serve the educational needs of Yuma County over the next five to ten years.

AWC has accomplished a great deal since it opened in 1963 in the areas of enrollment, physical plant, faculty and staff, innovative programs and curriculums, services to the students, district and state. It needs to match those past accomplishments in the years ahead. In an era when the community college is emerging in the forefront of higher education, Arizona Western College must be recognized as leader in innovation, and truly deserves the title of a "comprehensive" community college.

COCHISE COLLEGE

Introduction

Cochise College, a public two-year community college, serves primarily the residents of Cochise County, an area of 6,256 square miles in the southeastern corner of Arizona, adjacent to the Mexican and New Mexican borders. Facilities are housed on the Douglas Campus and the Sierra Vista Campus. Evening classes are also offered in the communities of Benson, Bisbee, Bowie, Douglas, Elfrida, Naco, Pearce-Sunsites, San Simon, St. David, Tombstone, and Willcox.

The Douglas Campus, which was opened to students in 1964, is located on the southern portion of a 500-acre site on Highway 80, 16 miles east of Bisbee and 8 miles west of Douglas. The 17-building complex, in addition to housing classrooms and laboratories for both occupational and arts and sciences programs, includes a student union, dormitory housing for men and women students, apartments for married students, a learning resources center and a physical education facility.

The College was the second community college organized under the act of the 24th Arizona State Legislature providing for district or county two-year colleges. The establishment of the Cochise College District in 1961 and the funding for construction of the facility in 1962 represented a dedicated effort, on the part of the citizens of Cochise County, to provide quality higher education.

The Learning Resources Center was planned to meet the curricular needs of students and to provide optimum resources and facilities for college work. In addition to a large open stack reading and reference room there are listening facilities, group study rooms, a lecture-exhibit room and an audio-visual section.

The Sierra Vista Campus, which opened its doors to students in January, 1978, was built on a donated forty-acre site to meet the demonstrated educational needs in the Fort Huachuca-Sierra Vista area. The campus is located approximately northeast of the junction of State Highways 90 and 92 in Sierra Vista.

The present facility of three permanent and two relocatable buildings includes a student lounge, a learning resources center, general purpose classrooms, administrative offices, and laboratories for chemistry, photography, criminal justice, art, secretarial skills, and reading. Classes are also offered at the local high school, the Army Education Center

at Fort Huachuca and other locations in the area as necessary to accommodate students and programs.

There have been five Presidents of Cochise College. Dr. Thadeous C. Johnston (February, 1963 to January, 1964), Dr. William B. Harwood (March, 1964 to May, 1966), Dr. Jack R. Netcher (August, 1966 to June, 1969), Dr. John R. Edwards, Jr. (July, 1969 to June, 1977), and Dr. Maryly VanLeer Peck (August, 1977 to May, 1978). The College, at publication of this report, is searching for its sixth President.

The current student enrollment as of October, 1978, was 2,061 (FTSE). The projected FTSE for the 1979-80 semesters is 2,150, an increase of four percent. The most current figures for the categories of student enrollment are for the Fall, 1977 semester which show 49 percent enrolled in university parallel programs, 36 percent in occupational programs, and 15 percent in general programs. A comparison of the ethnic population of Cochise County and the ethnic background of the student population of Cochise College shows an imbalance. A favorable imbalance occurred in the categories of American Indians and Black Americans. The former made up .3 percent of the general population but 1 percent of the school population while the latter made up 2.9 percent of the general but 4 percent of the school's enrollment. While White students make up 63.4 percent of the county population, they account for 75 percent of the college's enrollment. On the other hand, the Hispanic students make up 18 percent of the enrollment while they constitute 33.3 percent of the general population. A comparison of the age groups in the general population and the age groups represented in the college's enrollment shows that there are only very small imbalances. The median student age in the Fall, 1978 was high at 40.5 years of age accounted for by the high ratio of part-time students, which exceed 60 percent of the total enrollment.

Funding

The funding resources necessary to finance the general fund budget come from several sources: State aid, County tax levy, state and federal grants, tuition and money from miscellaneous sources. Payments of state aid are made during the fiscal year in quarterly installments based on the projected FTSE enrollment that is projected in the annual budget. The fourth quarterly installment is adjusted to meet the actual FTSE enrollment for the fiscal year that the College is entitled to receive.

The County tax levy is established after the budget is adopted. After all known revenue sources are totaled the difference in the adopted college budget is the amount to be funded by local taxes. The budget is divided into three

parts: operation, capital outlay, and debt service.

State and federal aid is received through various agencies such as the State Department of Education and several federal bureaus. These funds may become part of the general fund budget or a separate budget depending upon the desires of the administration.

Tuition income is derived from out of state, out of county and out of country students. Registration fees are charged to all students. They range from \$20 per semester for one to four credit units to \$100 for ten or more units.

Physical Plant

The physical plant at the Douglas Campus consists of 17 buildings with 213,283 square feet of usable space. Buildings include Administration, Business Education, Learning Resources Center, Faculty Offices, Student Union, Liberal Arts, Student Affairs, Little Theater, Fine Arts, Gymnasium, Science and Mathematics, Technology Center, Welding Art Laboratories, and dormitory residence halls. There is also an olympic size swimming pool, several playing fields for various sports, and a NIRA regulation size rodeo arena.

The Sierra Vista Campus has a physical plant which consists of five buildings which total 19,953 square feet of usable space. These buildings represent a part of the first phase of a three state, 88,425 square foot master building plan for the campus. The master plan will be implemented over the next ten years, depending on a demonstrated need and funding availability.

The physical plant operations budget for the fiscal year 1978-79 was \$781,501, with a capital improvement budget of \$415,801. Most of the capital expenditures were designated for a vocational-technical building at Sierra Vista and for three new tennis courts and improvements on buildings on the Douglas Campus. The value of the Cochise College District physical plant totaled: Douglas Campus, \$14,596,841; Sierra Vista Campus, \$870,532.

Faculty Characteristics

A faculty study conducted by the Personnel Office in the spring of 1978 provided the following data about the full-time teaching faculty:

1. The average age of full-time faculty was 42.5 years with a median age of 42.

2. The male-female ratio was 75 percent to 25 percent.
3. Of the 67 faculty included in the survey, 22 had more than ten years service at Cochise College; 39 had more than five years; 45 had more than three years; and 19 had less than two years.
4. In terms of degrees, four had doctorates; one an educational specialist's; 45 had master's; 16 had bachelor's and one an associate.
5. Sixty-two of the 67 had prior teaching experience before coming to Cochise College; for 25 faculty, that teaching experience was at the two-year college level.
6. Six percent of the full-time faculty were Mexican-Americans; no other minority groups were represented.

Part-time faculty are essential to the operation of Cochise College. During the spring of 1978, employment of part-time faculty reached a total of 279 with 159 at the Sierra Vista Campus, 110 in County-wide continuing education and 28 at the Douglas Campus. Part-time faculty preparation data showed 17.9 percent had less than a bachelor's degree, 24.2 percent teach with a bachelor's degree and 57.8 percent had master's degrees or higher. This preparation level was higher than other rural community colleges but lower than urban community colleges in Arizona.

Full-time faculty are paid in accordance with a schedule which takes into consideration degrees, professional licenses, and approved semester units taken beyond the basic degree. Salaries range from \$8,840 to \$21,500. Part-time faculty are paid \$225 per semester unit.

Curriculums and Services

Within the 28 academic disciplines, the College offers a variety of coursework to meet the needs of students who plan to transfer to a four-year college or university and of those seeking personal enrichment through additional education. Currently, the College lists 40 transfer programs to Arizona State University, 33 to Northern Arizona University, and 41 to the University of Arizona.

The Arts and Sciences instructional area includes the following subject fields:

anthropology
journalism
biology

humanities
botany
music

art
mathematics
chemistry

philosophy	drama	physical education
economics	physics	political science
English	geology	French
geography	psychology	health
history	Spanish	social science
zoology		speech
environmental studies		

The occupational programs offered at Cochise College are designed primarily to prepare men and women for employment upon completion of one or two years of education rather than to satisfy course requirements essential for transfer to a four-year college or university.

All programs in the occupational area have been developed with the aid of advisory committees constituted from industry and business. These advisory committees have distinct input toward initiation of new programs in occupational education and for revising existing programs. They provide guidance regarding requirements and needs of the particular industry, employment requirements, industry trends, and recommendations for the subject matter to be offered to the students. The actual curricula are developed by the vocational-technical faculty as all or part of a total program and presented before the Academic Council.

The cooperative relationship between education and industry is maintained so that modifications and additions to the curricula can be made to keep pace with changing needs in business and industry.

Although the occupational programs are primarily oriented toward the specialized core courses, as many general education courses are included as possible.

The current offerings available in the Division of Occupational Education include:

Degree Programs

Agriculture Production
Aviation Technology
Banking
Business Administration
Business Education
Criminal Justice
Drafting Technology
Electronics
Executive Secretary
Fire Science Technology
Licensed Practical Nursing
Medical Secretary
Middle Management
Military Management
Registered Nursing

Certificate Programs

Clerk-Typist
Credit Union Management
Receptionist
Trade and Industrial
Welding Technology

The Cooperative Education Program was developed through State and Federal funding in the Fall semester, 1970. The program consists of three classes related to the student's career area of study, a two-week orientation period, plus a minimum of four office appointments for each student and assigned coordinator. A Cooperative Student Handbook is published to enhance the learning experience. The handbook outlines the 16-week semester and how to write objectives since this program operates under the concept of management by objectives. Since the College is located in a rural setting, it is difficult to locate job placements. With the help of a Cooperative Education Federal Grant, some of the 300 students enrolled in the program may be placed in communities within a radius of 250 miles from the main campus.

During 1976-77, an intensive ESL program was developed on the Douglas Campus. The program includes three levels: beginning, intermediate, and advanced. Each level offers an audio-lingual class, a reading class, a composition class, a cultural class, a laboratory hour, and a conversant hour with a native English speaker. Although class size varies, the average class has 15 students. Six credits of beginning and intermediate levels of ESL may be used toward an AA degree at Cochise College and the advanced level provides a maximum of 13 transferrable credits.

Another program developed during 1977-78 was the reading program at the Sierra Vista Campus. During Fall registration, 80 students enrolled in three levels of reading courses. The total reading program now consists of three instructors, placement testing of full-time students on both campuses, and a variety of courses to fit student needs, including courses appropriate to student reading levels and major areas of interest.

During the next five years, based on present enrollments in reading and ESL, these programs should remain stable or expand slightly on both campuses. ESL classes in Douglas and Sierra Vista might grow if adults in the communities are recruited. Diagnostic testing will be expanded to include off-campus locations and part-time students, in order to promote better placement and advising of students. In addition, instructors in content areas such as social sciences, humanities, and occupational programs will be trained in placing and instructing students with a variety of skill levels.

As a service to Army personnel, Cochise College has developed a Basic Skills Education Program. A total of 552 students have completed the program which is presented four times a year. Student progress has been remarkable with some students advancing as much as six grade levels in reading based on pre- and post-testing.

Cochise College has another special program which attempts to upgrade the English language and research writing capabilities of the advanced students from the Army Intelligence School.

Non-Traditional Studies are represented by a series of accelerated weekend courses offered in Sierra Vista for students who need opportunities in education but lack the time to attend regular classes. Governmental agencies recognize the value of college level work as a means of improving upward mobility and individual skills. Therefore, courses are selected to meet specific job requirements for the work force at Fort Huachuca. Students and their supervisors have expressed satisfaction with the program.

The Coordinator of the Adult Education Program at Cochise College serves as a liaison between the College and the citizens of the College District. He coordinates the program involving the Cochise County Economic Development Office and the non-credit, job-related courses that are not offered by the College as part of the regular curriculum. An example of his efforts was in 1976 when he brought together at a symposium at Cochise College numerous dignitaries and government officials from Sonora and Arizona in an effort to determine what course of action to take to stimulate the border economy which had fallen off some 80 percent when the Mexican peso was devalued. One organization that developed from these meetings was the Cochise Trails Visitors Association which had as its main purpose to stimulate tourism throughout Cochise County and the Sonora border communities.

The second function of the Adult Education Coordinator has been to promote the College through the sponsorship of non-credit workshops which relate to small businessmen. During 1977-78, 14 non-credit workshops were presented on such topics as solar energy, communication, job safety, grantmanship, agri-business, and tourism packaging. These workshops attracted participants from all over the College District from the private, public, and governmental sectors.

The counseling program is organized under the Coordinator of Counseling and includes four full-time members. The program is structured, yet permissive. The student may evaluate and consider his needs in a non-threatening environment. Each counselor is encouraged to help articulate, coordinate, and advise concerning instructional programs throughout the faculty as well as the student body. Counselor hours are posted for both daytime and evening hours to help make visits of students more convenient. The counselors assist the students in formulating their educational and vocational goals and plans. They help to identify and resolve problems which interfere with student progress, and they provide access to referral sources for students in need of specific professional services beyond the scope of the counselors.

Since many students at Cochise College are not aware of the career possibilities available, or the qualifications

necessary to pursue a chosen career the Unemployment Prevention Center was established in 1975. The Center is designed to help students obtain information on different types of jobs, entry requirements, job outlook and possible sources of employment. Oral presentations are given to classes about jobs in the areas of academic consultation and students are given assistance in preparing letters of application and personal resumes. Helping with career decision-making is another service provided by the center.

The Career Placement function was added to the Unemployment Prevention Center in 1977. This office works with vocational programs to assist instructors in reaching their goal of 75 percent placement of students into positions for which they have been studying. Information on companies is obtained and on-campus as well as off-campus interviews are arranged. Follow-up studies are done each year to determine the success of placement efforts.

Cochise College has a wide range of community service functions most of which are common to the other community colleges in Arizona. One program seemed unique. The College offers specialized training through the Needletrades Skill Center located in the old Douglas YMCA. The Skill Center trains up to 150 employees for the needle trades industry every year. These skills workers are employed in the local garment factories. In addition to the usual skills training, these participants receive one hour per day of ESL which not only improves their employment capabilities, but also improves their ability to function in the general community.

Cochise College seemed to have those characteristics which indicate a viable community college and two programs, the aircraft program and the Needletrades Skill Center, which were somewhat unique.

The main concerns for the future are the availability of funds for capital improvement and the need to develop new and innovative programs to meet the needs and interests of the community.

THE COLLEGE OF GANADO

History

The College of Ganado opened in September of 1970 with a head count of 19 and full-time day enrollment of 7. In the spring semester of 1971 this increased to 34 and 14. There were at that time 5 full-time employees in both administrative and faculty positions. At the beginning all students at the College of Ganado were registered as students at Northern Arizona University and their credits and grades were recorded there.

The college is at Ganado, Arizona, occupying jointly with the Navajo Nation Health Foundation and the Ganado Presbyterian Church some 110 acres of patented land belonging to the Presbytery of Grand Canyon of the United Presbyterian Church, and connected thereby to that church's historic Navajo Mission which was founded in 1901.

From the beginning the College of Ganado offered two two-year degree programs: Associate in Arts and Associate in Science. By 1972 the college had grown to 13 full-time and part-time faculty, a head count of 187 and 46 full-time students.

Presently three degrees are offered: Associate in Arts, Associate in Science and Associate in Applied Science. The first two are primarily designed for transfer to four-year collegiate institutions and the latter for vocational terminal studies.

Enrollment History

Fall	Head Count	Full-Time Day	F.T.E.
1970	19	7	10.5
1971	75	21	30.3
1972	178	46	74.9
1973	241	87	154
1974	320	150	235
1975	242	93	165

Enrollment History (Cont.)

Fall	Head Count	Full-Time Day	F.T.E.
1976	235	67	167
1977	301	104	197
1978	321	82	182

Facilities

The College of Ganado is in a wooded oasis amidst the arid high desert of the Colorado Plateau. Because it is in the Navajo Indian Reservation, the college provides not only classroom buildings and student dormitories but also residences for faculty and administration.

The buildings are old, a heritage from the historic Ganado Mission. A systematic process of renovation under way has resulted in new laboratories in the main classroom building and extensive enlargement of the library. The library included an unusual collection of materials on Native American peoples and cultures. One of the four dormitories began its life as a cattle barn but, although it is still called affectionately "The Barn," has been enlarged and rebuilt into a modern student housing unit.

Presidents

Dr. James N. Moss	September 1970 - September 1973
Mr. George P. Leel	August 1973 - September 1974
Dr. Edgar B. Charles	November 1974 - November 1975
Dr. Thomas Carson Jackson	November 1975 -

Budget for 1978-1979 (Ten Months: August to June)

Projected Income: \$1,420,282

Projected Expenditures:

1. Division of Academic Affairs	\$414,136
2. Division of Business Affairs (Maintenance and Operations: \$415,640)	522,973

Budget for 1978-1979 (Cont.)

3. Division of Development and Public Relations	159,852
4. Board of Regents/Office of the President	105,801
5. Division of Student Affairs	248,123
6. Food Service Contract	190,000
7. Debt Service	<u>16,000</u>
TOTAL FOR TWELVE MONTHS MINUS SUMMER BUDGET 2 MONTHS	<u>1,656,885</u> <u>275,780</u>
TOTAL PROJECTED 10-MONTH BUDGET	1,381,105

Five-Year Projection

In the spring of 1978 a Self-Study for Accreditation was completed and accepted by the North Central Association. The last two days of October and first of November, 1978, the visitation team was here and has recommended that the College of Ganado receive full accreditation; a formal decision is expected April, 1979.

As a private, independent community college, the College of Ganado has unusual financing problems, since no tax dollars are currently available. The recent passing of P.L. 95-471 makes the college eligible for federal funding, since it is chartered by both the Navajo Nation and the Hopi Tribe.

The college has sponsored a Career Studies Program under C.E.T.A. It has contracted with the Navajo Tribe for an Alcoholism Counselor's Training Program. It has special programs for Advocates' Training and to train Emergency Medical Technicians. It is expected that these programs will continue and that other programs to meet community needs will be developed.

The college cooperates closely with the universities in Arizona and New Mexico to bring both upper division and graduate courses to this campus whenever possible; it will continue to explore and expand such programs.

The college seeks to become a cultural focus for the central area of the Navajo Reservation, having for three years brought such events as the National Shakespeare Company, the Arizona State University Dance Theater and various concert and dramatic productions to the Ganado community.

The first look to the future will be seeking solid financial undergirding for present programs, gradual development

of increased scope of two-year course programs with accompanying enlargement of faculty, continued development of night classes in four locations: Ganado, Fort Defiance, Chinle and the Hopi Reservation. The college will seek to deliver, at these locations, not only courses of community interest but all courses required in the A.A. and A.S. degree programs.

A long look to the future calls for massive improvements in the physical facilities: a new student center, replacement of dormitories and some classroom facilities. A longest look is that of providing at this location in the heart of the Navajo Reservation an opportunity for students to complete a Bachelor's degree without leaving their homeland.

EASTERN ARIZONA COLLEGE

Introduction

Eastern Arizona College with two campuses--Gila Pueblo Campus and Thatcher Campus--is operated by the Graham County Community College District. The operation of the Arizona community college system is organized on two levels: a state community college board and a district governing board for each community college district.

History of Its Creation and Development¹

Eastern Arizona College (AEC) was founded in 1888 by the Latter Day Saints. The 55-acre campus in Thatcher is located at the base of towering Mt. Graham, three miles from Safford. Saint Joseph State Academy was the early name of the present EAC. In 1890 classes began with 45 pupils. The greater part of the instruction was elementary levels of arithmetic, English, grammar, composition, history, physiology, and orthography. The school also responded to the need for the people of the community to draw together periodically by being the focal point for social events.

By 1908 a new structure was built and the school was given a new name--the Gila Academy. The University of Arizona and normal schools were accepting graduates from Gila Academy by 1911. The academy became a member of the National Collegiate Association in 1917 and in 1920 assumed the role of a junior college. In 1922 another name change occurred when Gila Academy became Gila Normal College. By 1926 the University of Arizona accredited Gila College for a transfer program which compared with courses given in the first two years at the University.

On March 25, 1933, the citizens of Graham County accepted Gila Junior College as a public county institution. The college was placed at that time under the authority of the Arizona State

¹This section is a synthesis of information found in the following: State Board of Directors for Community Colleges of Arizona for 1963, pp. 7-8; for 1964, pp. 6-7; for 1966, p. 2; for 1968, p. 3; for 1969, pp. 3-4; for 1971, pp. 7-9; for 1972, p. 2; for 1974, p. 5; for 1975, p. 4; for 1976, p. 5; Eastern Arizona Catalog 1978-79, p. 6; Gertrude E. Munda "The Evolution of a Community College," (a paper submitted to Dr. Raymond E. Schultz, Center for the Study of Higher Education, The University of Arizona, 1977, pp. 2-3, 5-7).

School Code. Following World War II the Board of Education authorized a new name change and Gila College became Eastern Arizona Junior College. After recognizing the necessity of serving the increasing demands of a broader segment for higher education in a practical and economical fashion, the legislature established a state junior college system in 1960.

In 1962 EAC became the first official state junior college in Arizona. The word "junior" was deleted from the college name in 1966 because of the general sentiment that the role of the institution was to serve the community. A major expansion was added in 1966 when a new technical-vocational building was constructed. Also that year the College was accredited by the North Central Accrediting Association.

In 1967 EAC, in cooperation with the Department of Vocational Education and Rehabilitation, provided vocational training for the youths at Ft. Grant, an Arizona correctional facility. A mining technology program was started in 1968 and educational services were made available in twelve communities outside of Graham County. Of the 1971-72 EAC graduates, twelve were from off-campus centers and 6 of 19 honor graduates were off-campus students. Off-campus programs of EAC by then served students from 5 counties--Apache, Gila, Graham, Greenle, and Navajo. That same year Gila Pueblo was acquired for temporary use for classes in the Globe-Miami area while final papers were being processed to make this facility available for permanent use by EAC.

During 1972-73 a new auditorium-Fine Arts Center was completed. Continuing education was the most rapidly growing aspect of the College by 1974-75. The Gila Pueblo Campus enrollment increased, and a full-time director was employed. In 1977 the Continuing Education Program offered a variety of courses to students of diverse backgrounds. The communities included were the San Carlos Reservation and the mining communities of Clifton and Morenci.

A list of principals or Presidents of EAC and their years of service appears below:

<u>Period</u>	<u>President</u>
1891	Joy W. Dunyan
1891-1895	George Cluff
1895-1896	Thomas E. Williams
1896-97-98	School closed for financial reasons
1897-1903	Emil Maeser
1903-1905	John F. Nash
1905-1920	Andrew C. Peterson
1920-1925	Leland H. Creer
1925-1927	Eugene Hilton

<u>Period</u>	<u>President</u>
1927-1933	Harvey L. Taylor
1933-1940	E. Edgar Fuller
1940-1944	Monroe H. Clark
June 1944/August 1944	William C. Kaufman (Acting)
August 1944/December 1946	W. H. Harless
January 1947/September 1947	Delbert R. Jerome (Acting)
September 1947/June 1951	W. H. Harless
June 1951/July 1965	Paul E. Guitteau
July 1965/June 1976	Dean A. Curtis
June 1976/Present	Wayne M. McGrath

Student Enrollments

The Full-Time Student Equivalent (FTSE) enrollment, head-count, and other enrollment information are presented in Table I for the period 1963-64 through 1977-78. It can be seen from Table I that FTSE enrollment increased steadily from 626 in 1963-64 to 2,332 in 1975-76, then dropped substantially to 1,755 in 1976-77 and recovered part of that loss to an FTSE enrollment of 1,909 in 1977-78.

It is evident from Table II that part-time students outnumber full-time students. If total enrollment for freshman and sophomore men and women are compared, they are almost equal in freshman classes, but men outnumber women in sophomore classes. Further, it can be observed from Table II that part-time students have preferred the university parallel courses while full-time students have preferred the occupational courses at EAC. One reason might be that occupational programs frequently require that a student be enrolled full-time.

Table III shows the educational interests served by EAC. Table IV presents an ethnic analysis of the EAC student population for 1977-78.² It can be seen from this table that Anglo-Americans comprise the majority of the enrollment. When compared by program classification, there is very little difference among the three major ethnic groups (American Indian, Anglo-American, and Hispanic) in the programs which they select.

The age distribution of students enrolled at EAC in 1977-78 was as follows: 42% between the ages of 20-29; 23% between 30-39; 14% between 40-59 years of age; 10% between 15-19 years of age; and 6% were age 60 and over.³ These data show that most EAC students fall in the age range of 20 to 29 years of age.

²See EAC Fact Book, 1973-78, p. 24.

³Ibid., p. 25.

TABLE I
Enrollment Information for Eastern Arizona College
for the Years 1963-64 Through 1977-78*

	YEARS														
	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71	71-72	72-73	73-74	74-75	75-76	76-77	77-78
Out of County	466	433	no data	572	no data	846	1098	no data	1081	1363	no data	no data	no data	no data	1945
Out of State or Foreign	91	59	no data	94	no data	93	110	no data	136	110	no data	no data	no data	no data	134
FTSE**	629	654	858	942	1010	1075	1112	1031	1136	1174	1478	1643	2332	1755	1909
Resident	296	297	no data	285	no data	405	387	no data	575	621	no data	no data	no data	no data	1284
Total Headcount	826	789	890	951	1035	1344	1595	1736	1792	2094	2781	2690	4027	3109	3363

26

*This Table is a synthesis of information found in the Arizona Community College Annual Report to the Governor, prepared by the State Board of Directors for Community Colleges of Arizona, for the years 1963-64 through 1977-78.

**FTSE (Full-Time Student Equivalent) enrollment from 1972-73 through the present represents averages for the Fall and Spring semesters. Prior to that time the figures are Fall enrollments.

TABLE II
 Eastern Arizona College
 Analysis of 1978 Spring Semester Headcount
 Enrollment*

	University Parallel		Occupational		Unselected Major		Total	
	(total 1125)		(total 1220)		(total 1412)		(total 3363)	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Full-Time	195	142	375	170	172	93	742	405
Part-Time	<u>318</u>	<u>470</u>	<u>305</u>	<u>180</u>	<u>500</u>	<u>647</u>	<u>1123</u>	<u>1397</u>
Total	513	612	680	450	672	740	1865	1802
Freshmen	434	570	633	405	605	691	1672	1666
Sophomores	79	42	47	45	67	49	193	136
Unclassified								
Total	513	612	680	450	672	740	1865	1802

*Eastern Arizona College student enrollment by category as reported by the State Community College Board Report for Spring Semester, 1978.

TABLE III*
Summary of the Number of
Students in Curricula

Information Item	1970**	1971**	Fall 1972	Fall 1973	Fall 1974	Fall 1975	Fall 1976	Fall 1977	Fall 1978
All Univer- sity Parallel Enrollments	495	374	557	963	294	357	1318	1125	848
All Occupa- tional Pro- grams Enroll- ments	226	202	1193	984	408	557	591	1130	1381
All General Programs Enrollments	874	1216	344	440	1988	3093	1200	1415	1286
Total	1595	1792	2094	2387	2690	4027	3109	3667	3515

*Modified Table from Table shown on page 23 of EAC Fact Book 1973-78, February, 1978. The above Table includes information from State Board of Directors for Community Colleges of Arizona, Annual Reports of 1969-70 and 1971-72.

**For these years, fiscal year headcount is used.

TABLE IV
Eastern Arizona College
Ethnic Composition
(Total Enrollment)*

Fall 1977 by Percentage				
	Transfer	Occupational	Unselected Major	Total
American Indian	15%	50%	35%	261
Anglo-American	15%	53%	32%	2433
Black	20%	29%	51%	99
Hispanic	15%	50%	35%	577
Other	43%	50%	7%	16
Total				3386

*The composition of total enrollment of students by ethnic background for 1978 from the State Community College Board Report for Spring Semester 1978--Graham District (Eastern Arizona College). A report prepared by Dr. E. Hick, July 26, 1978. Unpaged.

Operations Budget⁴

The 1977-78 operating budget for Eastern Arizona College was \$5,396,297. The largest source of financial support is the state appropriations which amounted to \$2,303,308 in 1977-78. (See Table V.)

The 1962 Arizona Community College law required that a community college district have a minimum tax base of \$60,000,000 (later raised to \$120,000,000) before a district can be organized. As of 1977-78, Graham County with 22,000 residents had a total tax base of only \$48,000,000. A clause inserted in the original legislation excluded existing colleges, which included Eastern Arizona College, from the minimum requirement mentioned above. In 1976 State Legislature passed a bill (Senate Bill 239) that recognized the financial handicap of Eastern Arizona College and provided it with additional funds to "equalize" financial support. The amount of equalization funds were \$4,000,000 total for five years. This action gave the College a more secure financial base, but because the formula is based on actual tax valuation, the figure will decrease as the assessed tax valuation in the county increases. Equalization funds for fiscal year 1977-78 were \$1,009,012.

By state statute each county that has formed a community college district provides financial support through a property tax levy. The residents of the Graham County Community College District in 1977-78 paid a county tax rate of approximately \$1.35 per \$100.00 of their assessment to support the College which raised only \$335,691.

The Eastern Arizona College Foundation was formed in June, 1966, and it has assisted the College in its growth and services to the community. Projects of this foundation have included raising funds for the Auditorium-Fine Arts Center and purchasing small plots of property adjoining the Thatcher Campus. The Foundation does not contribute to the operating revenue of the College.

Facilities

The Thatcher Campus is situated on two sites one block apart. On the 13-acre North Campus is 916,888 square feet of buildings that include an Administration building, library,

⁴This section is a synthesis of information found in the Eastern Arizona College Report, December 1975, pp. 140-148; "State Community College Board Report for Spring Semester 1978--Graham District," EAC a report prepared by Dr. E. Hick, July 26, 1978, unpagged.

science building, vocational-home economics building, student center, bookstore, Nellie Lee Residence Hall, Mark Allen Residence Hall-Cafeteria, parking area, nursing education building, maintenance department, agriculture building, data processing center, student health center, Wesley Taylor Residence Hall, and tennis courts.

The 37-acre South Campus contains parking areas, a classroom complex, Guitteau Gymnasium, tennis courts, Mickelson Stadium, a baseball diamond, intramural fields, swimming pools, handball courts, music building, technical building, and Auditorium-Fine Arts Center. All the South Campus buildings cover an area of 109,124 square feet.

The 23-acre Gila Pueblo Campus is located three miles southeast of Globe, Arizona. It was formerly an archeological site operated by the U.S. Forest Service. The site was deeded to the State Board of Directors for Community Colleges of Arizona in the Fall of 1972. On the Gila Pueblo Campus are the Administration offices, classrooms, a business education laboratory, an art laboratory, a welding laboratory, and a library. A building was rented in the town of Miami to serve as a diesel laboratory. The College also operates programs at the Ft. Grant Training Center, near Bonito, Arizona, in facilities provided by the Arizona Department of Corrections. There is sufficient land area to allow building expansion as additional needs are required.

The present facilities on the Thatcher Campus seem to be meeting identifiable education needs. Minor renovations have been conducted on the student center and the South Campus classrooms. The Gila Pueblo Campus is in need of rapid expansion but, because the Campus is located outside Graham County Community College District, no approval has been given to build the needed facilities. With the exception of the inaccessible space which the institution intends to make physically accessible through the fundings of Section 504 Compliance Purpose, the EAC administrators have no plans for new building construction at the Thatcher Campus during the next five years.

Staff

The faculty of Eastern Arizona College have extensive academic experience. In the Fall of 1978 the College employed 52 full-time instructors at Thatcher Campus, 46 of whom held a Master's degree, four with a Doctorate, and two whose highest degree was the Bachelor's. The Thatcher Campus faculty has served an average of 12 years at EAC. The faculty at Ft. Grant Campus is composed of nine regular instructors, four with baccalaureate degrees, two with

Master's degrees, and three with no baccalaureate degrees.

In addition to regular faculty, the College employs part-time teachers primarily for the vocational-technical and specialized academic courses. In the Fall of 1977 EAC employed 177 part-time instructors with the following credentials: four held Doctorates, 38 had Master's degrees, the rest held no formal four-year degree. However, all these instructors have considerable specialized experience. In the Spring of 1978 EAC employed 65 full-time certified support personnel.

The administrative staff numbers 32, including administrators of Thatcher Campus, Gila Pueblo Campus, Continuing Education Coordinators, and the personnel involved in the Tri-County Career Education Project. They possess extensive educational experience.

Salaries

The 1978-79 instructional faculty salary provides a base salary of \$10,786 and a maximum of \$20,925 for nine-month contracts. The average salary is \$18,372 and all salaries are determined by degree and extent of experience. Faculty members may advance through the salary schedule by earning additional credits for professional growth as a result of additional academic training or its equivalent. The salary schedule is an index schedule with steps. The basic requirement to be on step one is a Master's degree. The base salaries are determined by multiplying the index by the base figure of \$10,786.

The teaching loads range from 15 to 16 load units. Each lecture class hour is equivalent to one load unit and each laboratory class hour is equivalent to two-thirds of a load unit. Teaching loads above 32 units per academic year are compensated at the part-time instructor's rate.

Types of Programs

Transfer Programs

Transfer courses, or university parallel courses, have been designed at EAC to provide the student with broader educational opportunities. The 1978-79 catalog states: "Because of the low cost, geographic location, small classes, and other related advantages, many students desire to complete their first two years of baccalaureate training at the College. It is one of the College's essential purposes to see that this opportunity is provided." The A.A. degree

is offered in a total of 17 programs at EAC, including agriculture, anthropology, art, biology, business, education, forestry, justice, administration, home economics, journalism, political science, pre-engineering, pre-law, pre-medicinal science, pre-nursing, pre-optometry, pre-pharmacy, and psychology.

Occupational Programs

Technical as well as scientific training is needed in meeting many of today's job demands. The College provides training in a variety of fields designed to enable students to enter the labor force after one or two years of appropriate education. Eastern Arizona College offers an assortment of occupational programs. The A.A.S. degree is offered in three programs within six major areas, such as agriculture, business, home economics, justice, administration, technologies.

The agriculture two-year curriculum is planned for those students who want to enter agriculture employment after graduation with an associate degree in agriculture. Agribusiness and production agriculture are the two subprograms within this curriculum.

The business program prepares students to enter the business world with limited preparation and specialization. The following programs are offered as occupational business programs: auto business, banking and finance, bilingual secretary, data processing, fashion merchandizing, general business, general clerical, home economic business, hotel-motel management, legal secretary, medical secretary, mid-management, office services, police secretary, secretarial, and stenographic.

The home economics programs has three subprograms: Home Economics-Occupational, Home Economics-Business, and Home Economics-Child Care Assistant. The occupational subprogram prepares the student for employment in an entry occupation in home economics and related work in business and industry. The business subprogram provides for knowledge and application of skills which may be used to advantage in home economic-business related careers. The child care assistant program provides the necessary training for becoming a child care assistant in a day care center, Head Start program, kindergarten, or private nursery school. All home economics programs offer opportunities to both men and women.

The two-year curriculum in justice administration is intended for students who plan either to enter employment or are currently working in law enforcement and want to upgrade their knowledge and skills.

The EAC offers sixteen two-year training programs for technicians, at completion of which the student will receive the A.A.S. degree or the A.A. degree and is eligible for a job in industry. These programs include automobile mechanic (one year), automotive service technician, carpentry, diesel technician, diesel mechanic, drafting technician, electronics engineering technician, mining technician, nursing-RN, refrigeration and air conditioning, technical report writing, and welding technician.

Many of the courses (mainly the general education and elective courses) of the technical two-year programs taken at EAC may transfer to a four-year institution, if a student later changes this vocational objective.

A certificate of proficiency may be issued by the faculty in technical education to a student who completes one or more years in a vocational or technical area, but who does not complete all the requirements for the A.A.S. degree or the A.A. degree.

Continuing Education Program

Based on the premise that education is a lifelong process, EAC offers a program which reaches beyond the confines of the campus and the normal daytime hours into the extended community and within a context of a variety of environments and times. Eastern Arizona College offers lower division credit classes at its extended campus centers in neighboring counties, as well as after 4:00 P.M. at Thatcher Campus. All such courses apply toward standard college degrees.

At the Thatcher Campus the evening program has an enrollment of approximately 800 students per semester. The preponderance of the Gila Pueblo Classes is in the evening. In addition to regular courses, EAC sponsors non-credit workshops in such areas as office practices, human relations, business communication, first-aid, swimming, scuba diving, law enforcement specialists, custodial and maintenance skills, and other subjects for which certificates of completion are granted. Extended campus centers are located at Clifton, Morenci, Duncon, San Carlos, San Josi, and Swift Trail.

Advance placement credit may be given for courses completed through the Advanced Placement Program. Such credit will be given only to students who later complete at least one semester of full-time study at EAC.

General Education Program

Every citizen in a participatory democracy shares responsibility for its success or failure. It is important, therefore,

that all are made aware of their responsibilities. The aims of General Education include the development of individuals who function as balanced, well-rounded, contributing members of society. The objectives of the General Education program are to "provide the student with opportunities to understand himself and others, to offer the student opportunities to learn the basic principles and techniques of science and mathematics, and to strengthen his knowledge of his biological and physical environment, to enlarge his awareness and enjoyment of his own and other cultures through broadening his knowledge and experience in the humanities."

The A.A. degree requires 18 semester hours of general education and the A.A.S. degree requires 12 semester hours of general education.

Guidance and Counseling Services

The goal of the Guidance and Counseling services is "to see that students are prepared to make informed, intelligent decisions . . . (to help students) to understand themselves in relation to others (and) . . . to help (them) to cope with immediate needs for course selection . . ." The counseling staff consists of four professionals, three of the Thatcher Campus. One is a Native American counselor; another specializes in career guidance; and the third specializes in personal and psychological counseling. The counselor of Gila Pueblo Campus specializes in academic career affairs. The EAC counseling staff also offers the students summer orientation, preregistration orientations, small group counseling (two hours credit course) and individual conferences on student request.

The Financial Aid Office helps the counseling and guidance process by providing the students with scholarships (institutional and private), federal grants, work-study programs, and short- and long-term loans. No students need to withdraw from EAC because of lack of funds in the view of college officials.

The EAC placement service is not extensive but provides interested students with information about opportunities for employment. Most students are not available for full-time jobs. Therefore, the Office of Placement helps these students find appropriate and needed part-time employment while College is in session and full-time employment during vacation periods. EAC graduates are assisted with career employment in industry, business, and government.

A new program just started in 1977-78 at EAC is the Building Trade Program. Students in the program are required by this program to build a house from the ground up.

Another special instructional program is the federally subsidized Upward Bound Program. The purpose of this program

is to help high school students to improve their study habits. The program is also directed at helping high school students in determining their future educational goals.

A special arrangement between EAC and Graham County schools provides instruction and credit for high school students enrolled in the following programs: automotive mechanics, welding, and printing. Full-time instructors are provided for these programs. Eastern Arizona College has no plans for new service or instructional programs in the next five years, if these programs require special funds.

Conclusions

Eastern Arizona College's commitment is to serve its students. The administrators are dedicated to this philosophy. The "open door" policy is practiced not only with students, but with faculty and administrators. Following are conclusions based on this study of EAC:

- Occupational and university parallel enrollments fluctuated between 1960-70, but after 1972 occupational program enrollments exceeded transfer enrollments.
- Most EAC students are in the 20-29 year age range. They are mature adults in most cases who are typical of the "non-traditional" student found in a community-based community college.
- With minor exceptions, the present facilities on the Thatcher Campus seem to be meeting the educational needs. The Gila Pueblo Campus is in need of rapid expansion, and efforts must be made to find ways to overcome the building restrictions in that area.
- The faculty of the College is well-qualified and teaching in fields for which they are prepared. They provide the students and the community with a variety of ideas and experiences.
- The transfer programs are articulated regularly with nearby four-year institutions to assure the equivalent transferability of courses.
- The occupational program facilities are adequate, and the program options are available to meet the needs of individual students.
- The continuing education program is flexible and adaptable to the needs of specific communities.

--The counseling and guidance services should be made available to more students and a better understanding between teachers and counselors should be worked out.

Problems Anticipated in the Next Five Years

As stated before, the main problem foreseen by EAC administrators is that if equalization funds are not reappropriated by the Legislature for 1981, the College will be in bankruptcy by that year. The current formula for state aid has not kept pace with the cost of education at EAC. Alternate financing plans should be sought to alleviate this problem.

The administration is considering various alternative plans to cope with the problem. In the first place they hope that the equalization fund will be renewed. If that is not successful, several alternatives will need to be considered. One will be a reduction of programs and staff. Another might be an attempt to affiliate with another institution. Still another possibility might be to transform EAC into a private institution.

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT

The largest community college district in Arizona in assessed valuation (\$3.3 billion) and in full-time student equivalency (26,862) is the Maricopa district. The district has provided a leadership thrust for the development of the state's newer community colleges and in a very real way represents the best of urban community colleges with an excellent national reputation.

The district operates under a five-member district governing board whose chief executive officer is the Chancellor. Each community college is headed by a President who reports to the Chancellor.

This administrative structure was implemented in 1977. In order to hold down cost while maintaining high quality programs of study, the district follows centralized purchasing practices, district-wide, descriptive information systems are employed, a sophisticated data processing program is available to assist in a wide range of management decisions, and it conducts master planning and long-range planning which is imperative in the rapidly growing central Arizona area where, in 1978, about 55% of the state population was located (1,350,000 people).

Its Colleges

The district operates six colleges: Phoenix College (1920), Glendale Community College (1965), Mesa Community College (1965), Maricopa Technical Community College (1968), Scottsdale Community College (1970), Rio Salado Community College (1978), and has approved a seventh separate college, South Mountain Community College (1978). All operating colleges are accredited by the North Central Association and many of the career programs are accredited by professional accrediting associations such as the Arizona Board of Nursing, American Dental Association, Engineering Council for Professional Development, and others.

Phoenix College

The oldest college in the district is located on 56 acres in downtown Phoenix with about 400,000 square feet of buildings. It was founded in 1920 as a part of the Phoenix Union High School District; became a part of the state system in 1962. The college employs approximately 215 full-time faculty and administrators and over 500 visiting faculty who basically teach in the Evening Division.

The educational program has five major areas: (1) Transfer studies, (2) Occupational programs, (3) Student services, (4) Continuing education, and (5) Non-credit personal interest programs and courses. Twenty-six instructional departments exist.

Enrollment, total day and night, in 1965 was 6,528 and in the Fall of 1978 was 6,590 FTSE; the relatively stable size is, of course, the result of the creation of new colleges in the district. The average age of the student body was 25 years which is comparable to the state average found in public community colleges.

Phoenix College has for many years prepared men and women for business careers both for transfer to senior institutions and for immediate entry into the expanding employment market of the Valley of the Sun. Today, its largest group of students are engaged in transfer studies and a sizeable emphasis still exists in general business, accounting, and management. The College also provides a valuable service to employed adults who seek job upgrading or retraining for careers. Evening head-count enrollment usually exceeds day enrollment; maximum use of facilities is therefore obtained.

The recently completed Dramatic Arts Performing Center provides an educational laboratory for students and a new cultural dimension for service to the community.

In addition to its outstanding transfer program, thirty-eight occupational curriculums exist of a certificate (less than two years) and an associate degree nature. These graduates for many years have found employment opportunities in the expanding industries and businesses of Arizona.

Greater length of tenure than the national average of college Presidents is found at Phoenix College: 1920-23, Dr. W. W. Carpenter; 1923-25, Dr. John W. Laird; 1926-31, H. A. Cross; 1931-47, Dr. H. B. Wyman; 1947-65, Dr. Robert J. Hannelly; 1965-71, J. Lee Thompson. Dr. William E. Berry began his Presidency in 1971.

Glendale Community College

Glendale Community College primarily serves the northwest portion of the Maricopa District. Its population has a large percentage of blue-collar workers, borders agricultural lands, and is near the retirement cities of Sun City and Sun City West. It has a large collection of minority people; many of its students are first-generation college enrollees.

Conceived in 1964, it began operation in temporary facilities. Today its campus is quite modern, possesses 165

acres dotted with full-grown palm trees. Its many buildings are located in clusters connected by wide concourses and this design provides intimate people places in an architectural setting of contemporary design with touches of Spanish and Indian features. A satellite campus at Sun City serves the people of that part of the district.

Sixty-seven percent of the student body is enrolled in transfer programs, 33% in occupational curriculums in such pursuits as: Agri-Business, Middle Management, Computer Programmer Technician, Registered Nursing, Clerical and Secretarial, Fire Science, Criminal Justice, Automotive Technology, Construction Drafting, and a number of electronics programs. The college provides basic adult education offerings, works with the Migrant Opportunity Program, Manpower offices, and the State Department of Employment. Music, theater, forensics, choir, opera workshops and a wide range of sports and recreational programs are available. An artist series, book review sessions and, of course, many evening classes are offered.

Since the college was created, it has expanded its programs and services. In 1966, its FTSE was 2666, in 1973 it enrolled 4316 FTSE and in the Fall of 1978 6362 FTSE. Evening enrollments exceed day enrollments; average age of its student body was 27 years.

Three Presidents have served this college: 1965-66, Dr. John F. Prince; 1967-75, Dr. Matt O. Hanhila; and Dr. John R. Waltrip, assumed the Presidency in 1975.

Mesa Community College

Mesa Community College began its educational program in September, 1963, as an extension of Phoenix College. Classes were held in rented facilities at 809 West Main, Mesa. The program was limited to general college transfer courses for the 330 students enrolled during the first year. In 1964 the program remained essentially the same, but the enrollment increased to 815, which met in additional rental space in downtown Mesa. Four portable buildings were also constructed to provide additional needed classrooms.

By an act of the Governing Board, Mesa Community College became a separate college on July 1, 1965. The program was expanded to include business and office education, drafting, electronics technology, and practical nursing. When classes began in 1965, there were 1369 students enrolled, and the classrooms and faculty offices were at seven different locations in Mesa.

On July 1, 1965, the Governing Board established Mesa Community College at Dobson Road and West Southern Avenue on

160 acres, since reduced to 140 acres due to forced sale for freeway purposes.

At the opening of school in September, 1966, the campus consisted of three permanent buildings--the student union, life science, and maintenance buildings--and twenty-six portable buildings. That year enrollment increased to 2053 in the day program.

The administration in 1966 included a Dean of Admissions and Registrar, a Dean of Students, an Associate Dean of Students, and a Dean of Continuing Education. A Dean of Instruction was appointed in 1967.

The library and physical science buildings were completed in 1968. Meantime, other buildings were being planned. A technology building, a gymnasium, a social science and faculty office building, and a business education building were completed in 1969.

As enrollment increased, a bond election was passed in 1968 providing funds for the construction for a music building which was completed in October, 1970. This building, as well as the previously constructed library and physical science buildings, involved the use of HEFA - federal funds. The rapidly growing nursing program was housed in a new building in January, 1974, partly financed by federal funds. A Liberal Arts building was opened in 1976.

Enrollment growth at Mesa Community College has been similar to Glendale Community College as reflected below:

Fall	Day Head Count	Evening	FTSE
1966	2,033	1,070	2,195
1970	4,424	1,912	4,731
1973	4,401	3,333	4,725
1975	6,613	5,089	7,186
1977	6,063	5,844	6,875
1978	12,027		6,669

The College has an excellent transfer program and a variety of occupational education programs. Most of the latter lead to a two-year associate degree. A sampling of such programs: Agri-Business, Accounting, Banking and Finance, Business Administration, Data Processing, Insurance, Public Relations, Secretarial, Administration of Justice, Electronics, Engineering Technology, Drafting, Medical Receptionist, Registered Nursing, Child Care Administration, Bilingual

Teacher Aide, Library Technician, Manufacturing Processes, and Welding Technology. See Appendix I for detailed information.

Mesa Community College is a comprehensive institution seeking to respond to citizen needs and to help shape the future of eastern Maricopa County.

Maricopa Technical Community College

Maricopa Technical Community College, the fourth college in the district, opened its doors to 1,260 students in the Fall of 1968, following the donation of the former Korrick's Department Store building in the heart of downtown Phoenix to the Governing Board of the Maricopa County Community College District.

The College, located at 106 E. Washington Street, originally offered courses in business, industrial technology, English, mathematics, philosophy, social science, speech, electronics, health care, and data processing, with a full offering of evening classes. In recent years its main building has undergone extensive modifications to provide for the special programs offered by MTCC. The student lounge was opened for the Fall of 1969, microbiology and chemistry labs were operative by December, 1969, and in January, 1970, the Information Services Center and Instructional Materials Center were completed. Extensive space and equipment is presently devoted to data processing programs, to several curriculums in the allied health fields and other programs designed to meet the present needs of its students.

In spite of its humble beginnings, the college has become a vital institution to midtown Phoenix.

Its student enrollment pattern was one of rapid growth during its early years and in the last two years has declined as can be noted:

Fall	Day Head Count	Evening	FTSE
1968	495	765	628
1970	1,397	3,914	2,246
1973	1,500	4,919	2,918
1975	2,201	3,908	3,491
1978	3,377		1,930

About one-third of its enrollment is minority students. About 3% of the student body at MTCC graduated from high school the previous semester. Median age last reported was 28; women students were slightly older--30.

The college appears to draw students from the entire district not just from the central or south Phoenix communities. Since many of its students are employed, slightly older than the norm, and possibly due to a lack of facilities, the college has no sports or physical education program.

MTCC has one of the most extensive offerings in occupational curriculums in Arizona, both of a certificate and associate degree nature. Its enrollment pattern is almost the reverse of other colleges in the district and state in that 75% of its students enroll in vocational-technical programs of study and only 25% are enrolled in transfer or general studies.

Another difference was noted in that more than 75% of the students live more than four miles from the college.

Reflecting the nature and functions of the college and the interests of its student body, 20% of the faculty are non-degree, but highly skilled, technical people. Several of its curriculums are open-entry and open-exit to enable students to begin study at their own time and to proceed at their own rate. Some programs of instruction are modular in nature. The college provides instruction in several locations not just in its central building. The Mechanical and Technology Division and its welding program are housed on a sub-campus, as is its program in air-conditioning, refrigeration, and small engine repair.

Its diverse occupational programs are chiefly designed for job entry, job retraining, or upgrading in three broad fields: business, health sciences, and industrial-mechanical-computer technology.

MTCC offers approximately 40 programs of study in vocational-technical-professional careers such as: computer technician, programmer, keypunch, data-entry, office technician, banking, marketing, secretarial and clerical, advertising, art, radiologic technology, respiratory therapy, practical and registered nursing, hospitality occupations, air-conditioning, a number of automatic technology fields, diesel and heavy equipment, drafting, electronics, and welding.

In January of 1979, the college occupied its Industry Education Center which can accommodate 2,000 students in such programs as heating and air-conditioning, drafting and design, and electricity.

The first chief administrator of the College was Dr. Irving Spector, 1968-70. Dr. Norbert Bruemmer has been

President in recent years.

Scottsdale Community College

In 1967-68, a study of the needs of the northeastern portion of Maricopa County was conducted and the Board determined that a fifth community college was needed to serve Scottsdale, the Salt River Pima Maricopa Indian Community, Paradise Valley, East Phoenix and the northern part of Tempe. A 99 year lease of 160 acres of land was obtained from officials of these Indian communities and the Bureau of Indian Affairs. In October of 1968 the citizens passed a bond issue by a vote of 3 to 1 to construct Scottsdale Community College. After operating an evening program in rented and portable buildings, the College officially opened in the Fall of 1970.

Nine-hundred and forty-eight students were enrolled, 20 full-time faculty and about 30 visiting faculty were employed amid the construction of the permanent campus. In 1978 SCC has an attractive and functional campus which has grown with its expanding enrollment:

Fall	Day Head Count	Evening	FTSE
1970	475	473	463
1972	2,116	1,130	1,848
1975	3,386	2,343	3,278
1978	6,127		3,155

Although the majority of its students are engaged in transfer programs of study, the College has developed a number of occupational programs to serve its present and future student body, such as: Equine Training and Management, a variety of business programs, Applied Art and Design, Nursing, Administration of Justice, Fire Science, Parks Management and Building and Construction Inspection. The median age of its student body is 20 years; many of its students are therefore recent high school graduates.

Rio Salado Community College

This college was created in April of 1978 to operate the off-campus programs of the district. This was a decision to consolidate the many programs and classes that had been offered by the five Colleges of the district. The other

Colleges now confine themselves to campus-based programs and cooperate with Rio Salado in the development of external programs throughout the District.

Between April and September of 1978 the Chancellor's office selected an administrative team, developed a unique registration system, matched public interests with courses to be offered, arranged for over 100 off-campus sites for instruction and Rio Salado's first comprehensive offerings became available to the entire population of the District.

Short courses are available for citizens who wish to invest in them as well as for winter visitors. Residents and non-residents of the District may register by mail; a "hot-line" is available to respond to students. Many courses carry credit toward degrees; others do not. Some are offered through television and radio.

The district is divided into five regions and Rio Salado course listings indicate the location of various classes. Car pooling is encouraged.

The College holds Candidate Status in the North Central Association of Colleges and Secondary Schools. During this period, prior to the anticipated full accreditation, all courses designed for transfer and professional certification meet national standards.

This venture provides unique opportunities in the use of visiting faculty as well as in the array of courses. The population of the District will find RSCC to be an exciting alternative educational opportunity in the years ahead.

South Mountain Community College

The District Governing Board of the Maricopa Community College District in April of 1978 voted to create the seventh community college to serve the special needs of the residents of South Phoenix. This area contains almost 50% of the minority population of the District, has the lowest average annual household income in the District, and is an older neighborhood area in which many citizens have been long-term residents. The area has significant needs for physical renewal, industrial development and may expand in population if a coordinated county-state federal effort is launched.

Community colleges can be positive stimuli, in small and large communities, to the revitalization of their regions. They can upgrade the manpower reservoir, rekindle pride, cause neighborhood renewal if the interior and exterior resources, both private and governmental, can unite toward common objectives.

At this writing the State Board of Directors for Community Colleges has not officially approved the creation of the College. Several areas of Maricopa County may ultimately be served by additional community colleges such as Litchfield Park and the South-Mesa-Chandler area. Both the District and State Boards must wrestle with unmet needs and long-range plans for expanded service to the citizens of a rapidly growing county.

MOHAVE COMMUNITY COLLEGE

History

Mohave Community College was established by a vote of the county residents on November 3, 1970. The district boundaries follow the Mohave County lines, encompassing 13,260 square miles, a portion of which is separated from the majority of the county by the Colorado River and the Grand Canyon.

One-hundred-sixty acres of land, approximately three miles north of the city of Kingman, were donated to the college in June, 1971. Later, in October, 1972, a parcel of land in Lake Havasu City was donated by McCulloch Properties, Inc. Additional facilities are being provided at Lake Havasu City, Mohave Valley, and other locations within the county as the population increases and the need arises for more classroom locations.

Present campus locations now include the main campus at Kingman (the county seat), Mohave Valley, Lake Havasu City, and classroom locations in the smaller communities of Peach Springs, Wikieup, Yucca, Littlefield, Colorado City, Chloride, Willow Beach, Meadville, and on the Kaibab-Paiute Tribal Lands.

Early courses between 1971 and 1973 were mainly occupational, available at night for the benefit of working adults. Subsequently, the college expanded its offerings into associate degrees, parallel classes for transfer to the state universities, adult and continuing education programs, and community services including counseling, seminars, workshops, and other types of services to the people of the county.

In 1974, Mohave Community College became part of the Arizona State System of Community Colleges. It is now in "Candidate for Accreditation" status with the North Central Association. Dr. Keith West, the Founding President, has been in that position since 1971.

Enrollment History

YEAR	HEADCOUNT	FTSE
1973-74	1009	300
1974-75	1521	517

YEAR	HEADCOUNT	FTSE
1975-76	2635	986
1976-77	2710	1060
1977-78	3305	1228
1978-79	3195	1140

Source: Mohave Fact Book

Faculty Size

YEAR	FULL-TIME FACULTY EQUIVALENT	PART-TIME	ADMINISTRATIVE STAFF
1974-75	7	43	31
1975-76	15	52	50
1976-77	39	43	53
1977-78	40	44	61

Source: Mohave Fact Book

Uniqueness in Curriculum

There are several unique areas of study at Mohave Community College that are worthy of mention. The school offers certificate and associate degrees in Marine Technology. This is quite appropriate since Mohave County has over 1000 miles of shoreline on the recreation-rich Colorado River, Lake Havasu and Lake Mead.

A jewelry certificate program is offered for basic background in the jewelry-making crafts, with courses in hand-working non-ferrous metals into jewelry.

There is a program of working with the local needlecraft industry to provide educational skills and practice applications. Skill training centers are established in cooperation with the Arizona State Division of Vocational Education and a local major employer. Others are listed in Appendix I.

Community Services

The college policy is to contribute to the intellectual and cultural life of its community. Concerts, dramatic presentations, lectures, short courses, sports, utilization of physical facilities and faculty consultants to the community are all part of the services provided. If the physical facilities at the Kingman main campus and the branch campus facilities at both Lake Havasu City and Mohave Valley are ultimately approved and built, Mohave Community College will be in a much better position to provide more visible contributions to the community. There are presently no specific provisions for the reduced or no cost programs for senior citizens.

A Look Ahead

- Enrollment:** Due to the rapid increase of population from the present 40,000 to the anticipated 60,000 in 1982, it is appropriate to predict a marked increase in enrollments over the next few years.
- Facilities:** Permanent facilities are being planned for the three major population areas of the county on the land either presently owned or applied for: Kingman, 160 acres; Lake Havasu City, 238 acres; and Mohave Valley, 320 acres. The district administrative offices will be on the Kingman site, where a facility of 48,000 square feet is in the planning stages, including the utilization of the already owned relocatable facilities.
- Program Changes:** Increasing emphasis will be given to business-related areas, the physical sciences, police science, industrial education, nursing and applied health services, and the marine power curriculum. The job market for graduates appears good in these fields of study.
- Issues:** For the expansion of programs and facilities in Mohave Community College, the Board of Trustees will call a district-wide bond election in early 1979. The exact amount of bond issue will be determined by the funds available from the state, from student fees, and the scope of the final plan.

Geographical
Separation:

A certain portion of Mohave County, north of the Grand Canyon, known as the "Arizona Strip," is only a relatively short distance by air from the county seat. However, the driving distance by going around Grand Canyon more than triples the mileage and involves driving through a corner of Nevada. The administration of courses given in the Littlefield, Colorado City areas could be time-consuming and costly, especially with increased enrollment and increased course offerings.

NAVAJO COMMUNITY COLLEGE

Navajo Community College in 1969 was established as the first Indian owned and operated college in the Navajo Nation. In order to assist their people in the pursuit of higher education in 1957 the Navajo Tribe began to use some of its income from oil royalties for scholarships and aid to qualified students. The low success rate of Navajo students was discouraging and it was thought that the major problem was the difficulty of personal transition to a dominant non-Indian society which failed to respect cultural differences among students.

The initial college began in temporary facilities at the Bureau of Indian Affairs high school at Many Farms, Arizona. Site selection of the permanent campus was especially difficult since the college sought to serve 140,000 Navajos who lived in a 15,000 square mile area on the borders of three states-- Arizona, New Mexico, and Utah. There were no large centers of population; many of the people lived in rural settings due to personal preference. About half of the people were under 18 years of age. The average number of years of schooling for Navajo adults was 5 compared to the national average of 12.

Tsaile, Arizona, became the permanent site for Navajo Community College when the tribal council approved withdrawal of 1,200 acres of its land for the campus. A ten member Board of Regents appointed by the Chairman of the Navajo Tribal Council became the governing body of the college. Since the college has opened, the President of the student body has been a voting member of the Board of Regents. Construction began in 1971 and classes began in 1973 both on the main campus at Tsaile and on the branch campus at Shiprock, New Mexico. In 1976 the college received accreditation by the North Central Association of Colleges and Universities. It had planned well, charted needs to be served, developed a sound financial base, built a permanent campus, attracted a quality faculty in a relatively short period of time, and received accreditation from the North Central Accrediting Association.

The Campus

Probably no campus reflects the heritage and culture of its public more than that of Navajo Community College, yet it retains the functionality required for a community college. Planners included Navajo Medicine Men, Architects, and Tribal leaders. All shared in the creation of the campus plan and the design of the 17 permanent buildings which comprise the \$15,000,000 campus.

Its geographic setting is beautiful; its physical site

arrangement reflects the special ceremonial significance of the circle as does the simple hogan. The perimeter road is a circle, most of the buildings are in the form of a circle. The northwest portion of the campus is the location of the Student Center; the southwestern area of the campus is where the instructional buildings are located. These locations honor the student on one diagonal, the teacher on another. The main access to the campus is the east, again reflecting the belief that a Navajo begins each day by entering the early light of dawn at the easterly direction. The Library Learning Center is centrally located to reflect the branching out of knowledge.

The campus includes a student union building, cafeteria, gymnasium, dorms for both single and married students, a library, a variety of instructional buildings including the Animal Health Center, and the dominant Ned K. Hatathli Cultural Center. This center housing a museum, ceremonial room, and a variety of administrative and support offices is a six story glass, concrete and steel structure of an impressive round character. Faculty housing sites are nearby the main campus. The land area is large and lends itself to imaginative long-range planning.

Services to the People

This community college at the outset chiseled its community service or outreach deeply into its mission to the Navajo. Its Animal Health program takes its teachers and veterinarians to the animals for diagnosis and treatment and to the people for education about the care of animals. The Navajos can also bring animals needing diagnosis or treatment to the campus. Realizing that some of its people still do not have electricity, the college provides a water supply for those who truck water to their homes. The College Health Center is available to students and non-students of all ages throughout the region. A variety of ceremonials are held on campus for the public. An on-campus day care center services married students and children. The Student Union Activities program offers a range of entertainment for students and non-students alike, such as a radio station, post office, and the more common student functions. In 1978 NPC became a member of the Arizona Community College Athletic Conference in basketball. The main campus houses the Navajo Community College Press which prints standard college documents and reports as well as books and booklets of specific value to the region, such as Navajo Life and Culture, The Navajo's Long Walk for Education, Navajo Livestock Production: A National Disgrace, Navajo History, Volume I, and others.

An extension division offers classes at 15 communities with a range of courses designed to meet citizen needs and

interests. Since four out of five Navajos at the college do not speak their native language, classes in Navajo are available at many locations. A bus service exists for commuter students.

In 1978 the college received a \$212,000.00 federal grant to provide a special education-rehabilitation program for people from 2 to 40 years of age. Typical of other college functions this grant will also help prepare young Navajos to work with people who require special education services as well as strive for remediation of individual problems of their people.

The college administers about four million dollars per year of grants and contracts for many special services projects, including basic adult education, General Educational Development classes, and other research and service programs. The college works closely with those who provide preventive law and legal services to the people and publishes small pamphlets clarifying laws.

Parade of Presidents

As is the case with many of the nation's community colleges, turnover of presidents is frequent. The following individuals have served as presidents: Bob Roessel - 1969-70; Ned A. Hatathli - 1970-73; Tom Atcitty - 1973-76; Don McCabe - 1976-78. Currently Joy Hanley is Acting President.

The Student Body

The majority of the student body on the main campus is Navajo. All students are welcome regardless of race, sex, or ethnic origin. The college enrolls students from several states and a few from Germany, Belgium, Holland, and Japan. Administrators believe that the international students are enrolled to gain an appreciation for the Navajo culture and its crafts.

The enrollment of Navajo Community College is small; 215 full-time students, a head count of 300 on campus, and about 550 headcount in college off-campus extension centers in communities such as Gallup, Aneth, Wide Ruins, Chinle, Page, and others.

Financial Affairs

The operating budget of the college in 1978-79 was \$7,500,000.00. The two chief sources of funds are the Navajo Tribal Council and the federal government. Navajo students who enroll for more than 6 credit hours have tuition waivers.

Faculty Size

In 1978-79 there were 53 full-time professional employees, faculty and administrators, and 12 part-time teachers on the main campus.

Instructional Programs

Navajo Community College has eight instructional divisions: (1) Allied Health and Nursing, (2) Arts, (3) Career Education, (4) Communications and Humanities, (5) Education and Behavioral Sciences, (6) Foundation Studies, (7) Natural Sciences, and (8) Navajo and Indian Studies.

Since the college is fully accredited, no problem exists with the transfer of credits earned to senior colleges. A healthy ratio of the programs of study is found in occupational courses that lead to immediate employment for those students not seeking a four-year degree. The general education program for transfer and occupational students seems sound. Occupational courses were noted in such fields as: (1) Business Management, (2) Secretarial Science, (3) Computer Science, (4) Food Service Technology, (5) Auto Mechanics, (6) The Advocates Training Program (leads to an Associate of Arts in Law degree).

Credit for work experience can be earned through an arrangement with employers, faculty, and the Director of Cooperative Education. The college has a student exchange program administered by the Dean of Instruction.

The Years Ahead

Administrators are occasionally reluctant to cite future changes and addition to programs and services. The years ahead are shaped by a continuing assessment of priorities, by board policy, and as management annually studies the needs of a given college. Even with such uncertainties, it is interesting to note some of the new emphases and directions of Navajo Community College as viewed by several administrators.

First, the college is developing a cooperative education program which will combine work and study.

Second, the college Regents recently approved a plan to offer junior year courses in 1981, senior courses in 1982, and grant baccalaureate degrees in 1983. This additional degree, if achieved, will not diminish the occupational education emphasis of the two-year college programs, according to the Dean of Instruction.

Third, it is hoped that additional funds for 60 new student housing units will be received to provide for increased enrollment.

Fourth, a vigorous student recruitment campaign has been launched to increase enrollment.

Fifth, planning is under way for a Para-Veterinarian two-year program.

Sixth, emphasis will be given to greater use of the campus facilities for conferences and workshops. Currently the college can house 80 guests in commodious facilities. Food, housing, and health services are also available to guests.

Seventh, administrators plan to unite a variety of allied health fields of study and develop a core of basic classes that all students would pursue prior to beginning their specialized course work and field experiences.

Eighth, a program is being planned to provide education for state certification of persons who handle water and waste water.

Ninth, under the Tribally Controlled Community College Assistance Act of 1978 (P.L. 95-471), Navajo Community College will receive a grant of \$4,000.00 per FTSE. This stable income can be supplemented from other sources.

Finally, additional classroom, lab and shop facilities may be built as needs arise and funds become available.

In Conclusion

One cannot help but be impressed with the spirit of dedication and the commitment of service of the faculty, staff, and administration. They are also dauntless in their desire to expand the opportunities and elevate the living of Navajos, young and older.

NORTHLAND PIONEER COLLEGE

History

The chance for a public community college to be formed in predominantly rural Northeast Arizona was precarious from the beginning. With almost 70% of the county being Indian reservation land, the establishment of a public college on the remaining private land, containing 17 small communities, the largest of which was Winslow with approximately 8000 people, created unique problems.

In 1961, the first formative meeting for the creation of a college showed discouraging results: not enough potential high school graduates, nor the minimum assessed valuation required by state statutes to create a public community college.

By including adjacent Apache County, and with an in-depth survey by Northern Arizona University, a final feasibility study was completed in 1963. It was unique to even consider the creation of a community college district there, because two counties had to be loosely joined into one district to meet the minimum population and valuation criteria; second, the odd-shaped geographical area involved; third, the sparse population and diverse location of population centers; and, fourth, a large proportion of the population was Native-American. The establishment of a district depended greatly on the creation of branches in the many smaller towns rather than one central campus.

In 1971 a final feasibility study was submitted to the State Board of Directors for Community Colleges of Arizona. With the inclusion of Apache County, the state criteria were marginally met, however, many people thought a college was vitally needed because of the lack of public higher education facilities in the area and the relative isolation of the county. Planners recommended that mini-centers be created to serve the number of small communities which would benefit, with headquarters to be established in Holbrook.

The initial request of \$500,000 for building construction, usually automatically approved by the state legislature, was not passed, pending a bond election and affirmative vote from the county residents. This affirmative vote was obtained and on January 1, 1973, Northland Pioneer College was established with Mr. Edwin R. Sorensen appointed as Founding President. Many high school facilities were pledged for evening classes, but the problem of establishing daytime facilities were great. A visit from the State Community

College Board's Facilities Committee indicated that most of the "store front" facilities were unacceptable. After considerable search, other facilities were located, using leased buildings, civic centers, an old hospital, abandoned dormitories and service stations. In the Fall of 1974, classes were started with 17 full-time faculty and an enrollment of 2,010 (equating to 606 FTSE, greatly above the estimated enrollment of 350 FTSE). Thirteen years of citizen involvement had created a new community college.

Enrollment History

YEAR	HEADCOUNT	FTSE
1974-75	2010	794
1975-76	2993	1044
1976-77	2289	880
1978-79	3994	1395

Dispersed Locations for Classes

Courses are offered in many communities in both Navajo and Apache Counties, such as:

Winslow	Second Mesa
Snowflake	Kayenta
Pinetop (Skill Center)	Shonto
Whiteriver	Springerville
Heber	St. Johns
Joseph City	Sanders
Dilkon	Alpine
Oraibi	Concho

Community Services

Northland Pioneer College offers a special program to all citizens over 60 years of age, through an "NPC Golden Age" card entitling them to register for any credit class for no fee.

The college has established a mobile media center, taking materials to the teaching locations, supplementing the mini-libraries at each center and as a means of stimulating the educational activities and aspirations at various outlying areas.

Faculty members have been encouraged to offer their services to the community in both their academic field and avocational fields.

Without a modern physical plant, the college cannot provide locations for musicals, singing groups, etc., but has encouraged and sponsored groups to perform for public gatherings.

Chronology of College Presidents

Mr. Ed Sorensen	1973-1977	Founding President
Dr. Gordon Snowbarger	1977	Acting President
Dr. Marvin Vasher	June 1977 - Present	

The Future

Enrollment

Though Northland Pioneer College has only been in operation since the 1974-75 academic year, there seems to be a definite rise of enrollment, even with the apparent disadvantage of having limited permanent facilities and the need to operate at many small teaching centers, most of which were not designed for college teaching.

The intent of the college is to increase the number and types of classes available to the people in the outlying areas. NPC will attempt to provide as much exposure of education to the potential high school graduates in the area, especially due to the great distances to other higher education facilities.

	<u>YEAR</u>	<u>FTSE</u>
Projected Enrollment	1979	1262
	1980	1316
FTSE	1985	1956

Program Changes

Primarily at the early stages of its development, NPC is concentrating on the increase of all types of courses in the geographical area. These will include the academic courses for transfer to a four-year institution, but special emphasis is in the area of occupational training, striving to have 50% of the enrollees in an occupational program. This plan has been firmly established in the skill training center located near Show Low. There has been close coordination

between NPC, the lay advisory committee, and interested citizens as to job requirements that exist in the county and region, and how NPC can help prepare adults for the potential job force.

Problems and Issues

As with any young institution of higher learning, the growing pains of curricular development and how to finance the needed programs and services are principal concerns of the college. The diverse locations of the mini-centers require much planning and coordination to present a viable program in these smaller communities. The development of new occupational programs is aided by a lay advisory committee which helps to determine the advisability of centralized or decentralized occupational programs.

The capital outlay financial picture of the college is under constant review. In 1976 a bond election met with failure, being defeated by almost 2 to 1. As time passes, and if the availability of funds increases, various departments can expand to a more desirable level, new programs may be added, and equipment needs refined. NPA, in the years ahead, will probably seek to expand its facilities where needed but has no immediate plans for major capital construction. Expanded and improved educational facilities would, however, give visible evidence of the ever-increasing role of NPA in Navajo County.

PIMA COMMUNITY COLLEGE

Pima Community College was born at the end of the 1960's. Conceived five years earlier by a broadly based group of civic, business and educational leaders who successfully placed the issue on the public ballot, the institution began with high expectations and much publicity about its innovative nature. The College was approved by a three to one margin in December, 1966, following a feasibility study conducted by a committee of 100 Pima County leaders under authorization by the Arizona State Board of Junior Colleges.

Two major community concerns contributed to the formation of the college district. Very few post-high school training opportunities were available in Tucson, particularly for minorities. Also, substantial sums of Pima County taxes were being spent in other counties to provide junior college education to Tucson students. This figure was over \$350,000 in 1967-68.

The first Board of Governors, appointed in 1966, proposed an educational philosophy considered unique in the Tucson area, although it was similar to the basic community college concept elsewhere. Board members called for a "student-centered" institution, which would accept all applicants, and would actively recruit minority students and others who were not typically college-bound. While vocational skills would be an important component of the total college program, general educational skills would be emphasized for all students, with a valid university parallel transfer program. The Board committed itself to intensive recruitment of minority faculty and staff who would be representative of the county population. An important decision was to physically integrate academic and vocational areas of the campus, thereby avoiding an elitist attitude toward occupational students.

The first public controversy faced by the infant College was over its location. Eleven years later, location would still plague the institution. The original 273-acre site was located on the western edge of Tucson on federal land acquired at \$2.50 an acre. Questions were raised about the proximity of the site to land being developed by Board members. In addition, it was charged that the site was too large and too far outside of Tucson to be of convenient access to students. These same charges were repeated in 1974 in relation to the proposed eastside campus.

September, 1967, saw the appointment of Dr. Oliver Laine as first President of Pima College, prior to the College's first bond election and first Board of Governors election. In a light turnout, voters approved \$5.9 million in general

obligation bonds to finance the West Campus construction.

Dr. Laine and the Board of Governors authorized an architectural plan to accommodate the proposed "don" system of education, which would involve "learning teams" of students and instructors, heavy use of the audio-tutorial methodology, and much open space with few classroom walls. This architectural plan later proved to be unable to accommodate the heavy enrollments Pima College consistently experienced, and unsuitable for classroom and office use. During the following decade, frequent renovation was required to handle the ever-increasing student body and staff.

Problems developed over the articulation of the educational plan, resulting in Dr. Laine's resignation in May, 1969, two years after his appointment as President.

Dr. Kenneth Harper was named Provost, with the task of implementing a one-year, pre-service faculty development institute for a core instructional staff to prepare them to teach in an innovative educational institution. This institute was financed by an EDPA grant. The other prime consideration was to oversee the construction of the West Campus. In December, 1969, Dr. Harper was named President of Pima College.

The first courses were taught in this period before the College actually opened. Nursing, Head Start training, and vocational auto mechanics were taught in various community locations with the first course credits going to a group of 28 Indian students. The "no-fail" grading system was adopted which provided grades of Incomplete if the student's work was not at a "C" grade level. The student could then complete the course at his own speed.

Construction industry strikes delayed the opening of the West Campus past the planned September date until January, 1971. The decision was made to rent an unused airplane hangar at the Tucson International Airport for the first semester, rather than to postpone opening. The first enrollment reached 3,500 students, a figure projected as the 1975 enrollment just four years before.

Student and faculty enthusiasm for the College was immediate. However, much publicity about the College's participatory democracy administration and the "different kind of teaching" caused public concern about the fledgling institution. Rumors circulated about most aspects of the College, from the styles of dress to the grading policy.

Following a period of turmoil within the faculty and administrative structure, with accompanying fiscal control problems, Dr. Harper offered his resignation in November, 1971, effective the following June. After a nationwide search, Dr. Irwin Spector was appointed President, taking office in June, 1972.

The next five years were a period of intensive growth for the College. North Central accreditation was granted in 1975. Each semester enrollments increased by the thousands. Fiscal accounting problems were corrected, and the College successfully passed audits of its financial operations.

A Community Campus program was started in local high schools in the evenings, branching out into rural communities of Pima County and Santa Cruz County. Some relief of the perennial space problems was achieved by the purchase and renovation of a federal post office into the Downtown Campus in 1973-74. A proposed Eastside Campus, first called for in the original study of college possibilities in 1966, was one of three areas soundly defeated in the 1974 \$9.5 million general obligation bond election. A combination of economic recession, and public outcry that the proposed location was too far to the east, contributed to the defeat. Although the election was lost, enrollments continued to increase dramatically, until finally levelling off in 1976 at about the 20,000 headcount mark.

A serious shortage of daytime classroom space led the Board of Governors to lease an empty office building on the east side of Tucson to function as an East Education Center. This was in line with revised college planning to have one main campus, several satellite campuses, and education centers which would provide limited general education courses and some vocational programs.

Dr. Spector resigned in May, 1978, following a two-year period of dissent within the Board of Governors. Dean Donald F. Klaasen was named Acting President while a presidential search was conducted.

The Board of Governors at Pima Community College has been a vigorous, often controversial board since it began. It has always had a high degree of minority representation and has had at least one woman, and at one time, three women, on the five member board. The age range has been from the early 30's to the 70's, with business people, educators, hospital administrators, lawyers, and public servants.

The Board is unique in that it has recognized two faculty members and two students, elected by their peers, as non-voting Representatives to the Board. These individuals attend all public board meetings and may speak on any topic.

Public interest in the governing board election has always been limited. Until the Board changed its election to the general election date each year, only a few hundred votes were cast out of over twenty-thousand eligible.

1978 Enrollments

Pima Community College showed a slight (1%) increase in headcount enrollments over the 1977 year, but at the same time recorded an 8% drop in Full-Time Student Equivalency. This may have been due to an improved economic picture in Pima County, more stringent auditing of class registrations, and/or a shortage of classroom space leading to students taking fewer courses than desired.

The district as a whole showed a 65% enrollment in general education and college transfer classes, with the balance in vocational courses. Table 1 indicates the campus breakdown. Considering all occupational program enrollments, however, according to the 1977-78 Fact Book, 47.9% of students indicated an occupational goal at registration.

Women comprised 49% of the enrollments of the 1977-78 Fact Book, representing a steady increase over the years. The average age of a PCCD student in Fall, 1977, was 28.2 years, with the largest percentage (48%) falling in the age 20-29 range. The minority enrollment of 27.3% compares favorably with the Pima County minority population of 25.7%. The largest single identifiable minority group is Hispanic, with a 19.3% enrollment, followed by 4.8% Black, and 2.2% American Indian.

1978-79 Operations Budget

A \$24.1 million operating and capital outlay budget was adopted for the 1978-79 school year. This represented a tax rate of 83.65¢ per \$100 assessed valuation. This was the second lowest tax rate in the State of Arizona for community colleges. Salaries and related costs comprised 78.9% of the total operations budget (\$19.1 million).

The district tax levy supplied 52.9% of the operations budget, with state aid supplying 33%. This contrasted with the budget of 1975-76 in which the district tax levy supplied 42.5% and the state aid contributed 38.6% of the operations budget. The effect of inflation on the state aid dollars is a problem that will continue to haunt the community college until the formula can be adjusted.

Physical Plant and Facilities Development

Pima Community College is a multi-campus institution composed of one main campus, one satellite campus, one leased education center, and a large number of rented classrooms in schools, churches, businesses and governmental offices throughout Pima and Santa Cruz Counties. All campuses have chronically suffered

Table 1

Pima Community College Official Census Report Fall Semester 1978

	FTSE				Headcount		
	<u>Day</u>	<u>Extended Day</u>	<u>Total</u>	<u>%</u>	<u>Day</u>	<u>Extended Day</u>	<u>Total</u>
<u>Community Campus</u>							
Vocational	100.0	888.5	988.5	44			
Non-Vocational	<u>97.6</u>	<u>1166.7</u>	<u>1264.3</u>	<u>59</u>			
	197.6	2055.2	2252.8	100	746	6934	7680
<u>Downtown Campus</u>							
Vocational	563.3	377.5	940.8	51			
Non-Vocational	<u>578.8</u>	<u>340.8</u>	<u>919.6</u>	<u>49</u>			
	1142.1	718.3	1860.4	100	2788	1997	4785
<u>West Campus</u>							
Vocational	1041.4	444.5	1485.9	29			
Non-Vocational	<u>2809.7</u>	<u>800.1</u>	<u>3609.8</u>	<u>71</u>			
	3851.1	1244.6	5095.7	100	7026	2875	9901
<u>East Education Center</u>							
Vocational	192.2	130.9	323.1	23			
Non-Vocational	<u>701.8</u>	<u>317.9</u>	<u>1089.7</u>	<u>77</u>			
	894.0	518.8	1412.8	100	2017	1376	3393
<u>Pima Community College</u>							
Vocational	1896.9	1841.4	3738.3	35			
Non-Vocational	<u>4187.9</u>	<u>2695.5</u>	<u>6883.4</u>	<u>65</u>			
	6084.8	4536.9	10621.7	100	11255	10266	21521

from space limitations, often registering in the 80% range of daytime occupancy.

The West Campus is a concrete structure in a natural desert setting on some 250 acres. The Downtown Campus has a sandstone colored stucco exterior. It is located near the governmental district of Tucson, between the West Campus and the University of Arizona on a 13-acre land parcel. Although parking is limited, the college is directly on a major bus route.

A Citizen's Advisory Committee was appointed in 1978 and charged with reviewing the facilities needs of the College district. They recommended a \$25 million building program, half to be financed through a general obligation bond election. From the proceeds of this election would be constructed a Health Sciences Building, and Business Education Building on the West Campus; a General Technology Building for the Downtown Campus; a Classroom Multi-Purpose Building, Science Technology Building, Student Center/Library, and Physical Plant for the proposed East Campus; and a South Education Center.

In addition, to be paid out of state capital funding aid, and revenue bonds, were a Performing Arts Center, Aquatic Center, Central Physical Plant, and remodeling for the Music Building on the West Campus. For the Downtown Campus a multi-purpose classroom building was proposed. The East Campus would have additionally a classroom building, and a Business Education building. Also recommended from this funding was a Campus Administration Center for the Community Campus, a Support Service Center and District Administration Service Center, and several non-metropolitan service centers.

Pending presentation and approval of an updated long-range facilities plan from the district administration, the College anticipated calling for a general obligation bond election in the Fall of 1979.

Pima Community College Faculty

The college district employed 222 full-time instructors, 882 part-time instructors, 19 service support faculty, and 22 administrative faculty in the Spring of 1978. There is no rank given to instructional faculty--all are called "instructors"--by deliberate design at the time of the College's opening. The faculty is considered District employees and may transfer from campus to campus.

The administrative ranking includes district Deans, Campus Executive Deans, Area Associate Deans, and Assistant Deans.

Additionally, Director positions are considered part of the administrative faculty, or may be service support faculty.

Of the 22 administrative faculty listed in the 1978-79 catalog, 12 (or 54%) hold earned doctorates. Three of the 19 service support faculty (16%) and 33 of the 222 full-time instructors (15%) hold earned doctorate degrees. A bachelor's degree is the highest educational level of 28 full-time faculty (13%), while certificates, diplomas, or other were the highest level of 18 full-time instructors (8%). These two categories are almost all in occupational areas. The balance (64%) hold master's degrees as their highest educational level.

The average faculty salary at Pima Community College for 1978-79 was \$17,186 within a range of \$11,570 to \$21,405. This figure is exclusive of extra-assignment pay. Fifty-four percent of the instructional and service support faculty are in the top half of the 14-step salary scale, and 34% are in the top five steps. This indicates a good percentage of the faculty have been with the College since its earliest years.

Part-time faculty salaries were increased in 1978 to \$285 per credit hour, with a limitation of six credit hours per semester. No recognition through salary was given for education or years of service.

Administrative faculty ranges (exclusive of the President) from \$17,500 to \$38,000 with an average salary of \$25,088. Only one administrator has been in the same position since the College opened, the Dean of Student Services. A major change in administrative leaders occurred in 1978-79, with the West Campus, Downtown Campus, and East Education Center all receiving new Executive Deans, in addition to replacing the President. Administration has been an area of continuous change at Pima Community College.

Types of Programs Offered in 1978-79

The 1978-79 Pima Community College Catalog listed 71 programs of study in all areas. Thirty-five programs lead to an Associate of Arts degree. Thirty-seven are Associate of Applied Science degree programs; 23 are Associate of Science degrees; 41 are for Basic Certificates; 22 lead to Advanced Certificates; and 12 are for Technical Certificates. Table 2 displays the range of offerings.

Thirty-four programs are limited to the West Campus, while 14 are offered only at the Downtown Campus. Twenty-three programs may be completed at either of the campuses. The College has established a firm policy of offering both vocational and academic courses at all campuses. Space requirements and cost of vocational laboratory equipment prohibited duplication

Table 2

Degree and Certificate Programs

Associate of Arts Degree

Anthropology
 Arts and Crafts
 Child Development/Family
 Relations
 Clothing and Textiles
 Consumer Service in Food
 Corrections
 Criminal Justice
 Drama, Applied
 Drama Education
 Drama Production
 Drama Theory
 Early Childhood Education
 Fashion Design
 Fine Arts
 Food, Nutrition, Dietetics
 Food Service Management
 General or Exploratory
 Studies
 Home Economics Education
 Home Economics Extension
 Home Economics, General
 Home Economics and Journalism
 Interior Design
 Journalism
 Liberal Arts
 Mathematics
 Merchandising and Fashion
 Promotion
 Music
 Physical Education
 Pre-Law
 Pre-Professional Education
 Public Administration
 Social Services (Drug
 Counseling Subspecialty)
 Speech
 Teacher-Director, Early
 Childhood Education

Associate of Applied Science

Accounting
 Administrative Assistant
 Advertising Art
 Air Conditioning and Sheet Metal
 Technology
 Automotive Technology
 Banking
 Computer Programmer/Analyst
 Credit Union
 Dental Laboratory Technology
 Drafting, Architectural
 Drafting, Electro-Mechanical
 Drafting, Mechanical
 Electronics Technology--Communi-
 cations
 Electronics Technology--Consumer
 Electronics Technology--Digital
 Electronics Technology--Industrial
 Fire Science
 Graphic Technology
 Hotel-Motel Operations
 Library Technology
 Machine Tool Technology
 Management
 Marketing
 Media Technology
 Natural Resource Recreation
 Real Estate
 Recreation Leader
 Savings and Loan
 Seamstress, Professional
 Secretary, Bilingual
 Secretary, Executive
 Secretary, General
 Secretary, Legal
 Secretary, Medical
 Trade and Industrial Technology
 (Apprentice)
 Wastewater Technology
 Welding

Table 2 (Cont.)

Associate of Science Degree

Automotive Technology
 Biology
 Business Administration
 Chemistry
 Electronics Technology
 Communications
 Electronics Technology
 Consumer
 Electronics Technology
 Digital
 Electronics Technology
 Industrial
 Engineering
 Geology
 Microbiology
 Nursing
 Ophthalmic Dispensing
 Technology
 Physics
 Pre-Agriculture
 Pre-Baccalaureate Nursing
 Pre-Dental
 Pre-Medical
 Pre-Medical Technology
 Pre-Pharmacy
 Pre-Veterinary
 Radiologic Technology
 Respiratory Therapy

Technical Certificates

Air Conditioning, Heating and
 Ventilation
 Automotive Mechanics
 Computer Operator
 Control Technician
 Data Entry Operator
 Drafting, Architectural
 Electronics Technology
 Communications
 Electronics Technology
 Consumer
 Electronics Technology
 Digital
 Electronics Technology
 Industrial
 Machinist's Standard
 Welding

Advanced Certificate

Accounting
 Clerk-Typist
 Commercial Art
 Commercial Photography
 Credit Union
 Dental Assisting
 Functional Design
 Housekeeping-Executive
 Interior Design
 Library Technology
 Management
 Marketing
 Practical Nurse
 Real Estate
 Receptionist
 Respiratory Therapy
 Savings and Loan
 Secretary, Bilingual
 Social Services (Drug Counsel-
 ling Subspecialty)
 Systems Programmer
 Travel-Tour Agency Manager
 Wastewater Technology

Basic Certificate

Advertising Art
 Air Conditioning
 Airframe and Powerplant
 Mechanics
 Allied Health Services
 Alteration Specialist
 Archaeological Fieldwork
 Automotive Engine Repair and
 Rebuilding
 Automotive Power Transmission
 Automotive Suspension and
 Brakes
 Automotive Tune-Up and Air
 Conditioning
 Commercial Art
 Commercial Photography
 Credit Union
 Data Entry Operator
 Drafting, Architectural
 Electronics, Consumer
 Electronics, General
 Emergency Medical Technology
 Fast Food Industry

Table 2 (Cont.)

Basic Certificate (Cont.)

Food and Beverage Service
Functional Design
Graphic Technology
Hotel-Motel Operations
Housekeeping-Executive
Interior Design
Machine Shop Fundamentals
Management
Marketing
Media Technology
Nursing Assistant
Real Estate
Savings and Loan
Secretary, Bilingual
Sheet Metal Fabrication
Social Services
Tecahe Aide/Assistant
Television Repair
Trade and Industrial Technology
 (Apprentice Major Area)
Travel Agent
Wastewater Technology
Welding

of programs on both campuses. The College has attempted to bring general education and some occupational programs to all areas of the community, but it will continue to require cross-town travel for courses in certain specialized fields, such as automotive technology, physical education, and some of the health and life sciences.

The Community Campus provides general education and certain shop courses at locations other than the three campus centers, including rural areas of Pima and Santa Cruz Counties. While it has been possible to earn general education or liberal arts degrees through these locations, several years beyond the usual two have been required to do so. Courses have been scheduled to respond to requests from the area, and have been rotated in class schedules.

Unique Instructional Programs and Methods

The College goal of improved and innovative teaching methodology and curriculum has been clearly integrated throughout the institution. Both occupational and general education display the efforts of faculty to achieve self-paced learning, audio-tutorial systems of instruction, competency-based learning, and a total organizational effort in career education concepts.

Some examples of this college-wide attitude are the open laboratories and alternative learning centers found on all three campus locations. Audio-visual methodology has been utilized in Automotive Technology and Life Science courses. Self-paced competency-based courses exist in Nursing, Life Science, Office Education, and Automotive Technology on the Downtown Campus. At the West Campus the Physics, Dental, Mathematics, Social Sciences and Humanities areas offer self-paced or competency-based instructional packages. National attention has been drawn to these learning activities. Faculty may apply for faculty grants from the College to develop these materials and methods.

Pima Community College also has one of the few comprehensive Bilingual Programs in the United States in community colleges. It is aimed at developing competency in Spanish for literacy, vocational, professional, and cultural purposes. Some 100 courses in areas ranging from pre-school education to machine shop are offered in Spanish at all campuses and in many community campus locations. The student may earn additional credit in Spanish as well as the usual credit for the subject. Several instructors in the programs are noted Chicano authors. A bilingual literacy magazine, "Lleuve Tlaloc," and Spanish language articles in the campus newspapers are produced by students.

The Allied Health programs offer a wide variety of occupational courses leading to direct employment. Pima

Community College graduates regularly score highly on licensing and registration examinations. The popularity of these programs is demonstrated by a waiting list of entrants. It is one of the few areas of the College that requires standards of competence in reading and math for entrance.

Other programs unique to Pima Community College include the Archaeological Technician Program, the new Wastewater Technology Program, and the Credit Union Program. The Archaeological Program has its own dig site in the Tortolita Mountains, where a prehistoric Hohokam village was discovered by College personnel.

The Career Education Center at Pima Community College was considered one of the top five centers in the United States, leading to a nationwide Career Education Conference in the Fall of 1978.

Instructors in journalism and writing have repeatedly won national recognition for themselves and for the College publications: The Aztec Campus News, The Downtowner, and Magazine. Each has been awarded top prizes in national competition.

The cross-country, track and field programs have earned national standing. A number of All-American athletes have come from Pima Community College in this area.

The Community College and Public Service

Pima Community College has reached out into the community in a number of ways. Among these are the expansion of the Career Center to provide the general public as well as college students with detailed testing and career information, including computer hookups to regional information banks.

Project Well Aware About Health was opened for a minimal fee to county residents about 24 years old and over to encourage a greater responsibility for their health. In this program a participant may learn what the "health age" of his body is in relation to his chronological age.

Various drama, musical, art, cultural, and sports events have been opened to the public at no cost or at a minimal fee. The sports facilities of the West Campus are open to the public on evenings and weekends. The Learning Resource Center is available without charge to the public.

An active role has been played in outreach and advisement programs for the handicapped, veterans, women, the Papago Indian tribe, Mexican-Americans, Blacks, and senior citizens, encouraging them to improve their economic situations through job training and career counseling. Cultural appreciation for

all groups is a major part of the Student Services and Cultural Affairs areas. Festivals are held by all major ethnic groups at various times during the year, and are usually community events.

The Tucson Skills Center, which is funded through state and federal agencies, is administered under the Pima Community College umbrella. It retrains chronically unemployed and under-employed people who have been referred through other agencies. The Skills Center also carries out the training program for the staff of the minimum security prison located outside of Tucson.

A major emphasis of the Community Campus has been rapid response to requests for special in-house training programs for local government and business. The College conducts training programs for maintenance workers, secretarial staff, and health clerks (assistants) in Tucson Unified School District, for which they may earn salary advancement. Other school districts in Pima County, as well as the Sheriff's Department, and other areas also utilize this service. IBM, Burr-Brown, Gates-Learjet, and Hughes Aircraft regularly request aid in preparing courses in electronics, technical writing, drafting, and manipulative skills for their employees. The American Institute of Banking and the Indentured Apprentice Programs also have turned to Pima College for assistance.

A cooperative effort has been made with the University of Arizona not to duplicate efforts. Pima College students may attend University events at student rates. General stores items are purchased through the University Stores program.

The police and fire departments have utilized the College programs for retraining and upgrading employees. The Papago Indian tribe has been working with the College for years in special programs for assisting their employees and the school system. In 1978, 14 Papagos completed degree or certificate programs in Nursing and Teacher Aide. The College has been selected as the agency to handle the educational rehabilitation program at the minimum security prison. Residents at the facility may earn college credit for coursework.

Services to Students

Pima Community College has been strongly student-oriented since it opened its doors in 1970. Numerous counseling and guidance programs have been available to the student body. Among them are Paso Adelante, Every Wo-Man Resource Center, Veterans Service, services for the handicapped including note-taking, mobility aid, interpreting, tutoring in sign language, and reader services; ex-offenders program, Native American students counseling, personal development program, educational leadership development, diagnostic assessment in career

planning, student employment, and tutoring through the Alternative Learning Centers.

Activities for students include an intramural program, six intercollegiate sports for women and seven for men (excepting football). Many clubs are organized around student interests, with funding allocated from student registration fees by a student-elected Appropriations Committee. Each campus location has its own form of student government, developed by its own students. The only district positions are two seats on the Board of Governors in an advisory, non-voting role.

Financial aid is available through student work-study employment, and through scholarships and grants. One-third of students in 1977-78 received some type of financial assistance, reaching a total of \$2,810,422. The majority of this aid came from federal funds, although the College has established a scholarship source of more than 57 individuals and groups.

Full-time registration fees have remained at \$60 per semester since 1970. Part-time fees are prorated at \$45 and \$25 a semester. These were increased \$5 each in 1976.

What The Future Holds

Pima Community College entered a period of change and re-evaluation in 1978. A major change in administration occurred with the resignation of President Irwin Spector and the Acting Presidency of Donald Klaasen. The West Campus and the East Education Center received new Executive Deans, with an additional new Executive Dean likely for the Downtown Campus in 1979. It is expected that the college will re-evaluate its district administrative structure in several key areas such as personnel, facilities, and educational services.

The advent of a new administrative structure is sure to affect directions the College will take in the next five years. Predictions indicate a concern for the delivery of community college services in increasingly effective and less expensive ways.

The electronics area will undergo major study and a development program to handle the increased demands in the area due to the expansion of IBM. This same company will also affect the computer science area, for which a totally new facility may be needed.

Further development can be expected in audio-tutorial delivery systems, including the use of micro-processors (very small computers). Refinement of the alternative learning centers, competency-based learning, and student assessment have been named as high priorities. An improved faculty and

staff development program, extending to part-time faculty can be anticipated. A formalized placement system for PCC graduates will be instituted.

New instructional programs under consideration for the next five year period include: further Allied Health programs; Aviation Technology; Broadcasting and Productions; Building and Construction; Diesel and Heavy Equipment; Environmental Studies; Ethnic Studies; Family and Dietetic Studies; Mining Technology; Court Reporting; Professional Assistant Programs; Public Services; Cosmetology; Appliance Service Technology; Jewelry and Plastic Technology. Many of these programs will depend upon successful resolution of space problems and/or new facility development.

Potential Problems

Pima College faces in the next five years many of the same problems it has lived with for the first ten years: space, location, and administrative change. There will be several new problems, mostly related to finance.

Given the uncertain state of the economy and the reaction of the taxpayer to ever-increasing taxes, it is easy to predict a major institutional concern over tax rates and costs per student. The record of the institution has been good in this regard. Over a period of rapid inflation, the college tax rate has increased by only 20 cents per 100 of assessed valuation and in 1978 was the second lowest in Arizona for community colleges. Its costs per student have consistently been among the lowest. However, reductions in taxes on the mines and legislative changes in assessed valuation computation could inhibit future growth of the county. Unless legislative action changes the state aid funding formula, an ever-increasing share of the cost of operating must be borne by local taxpayers in the college district.

The registration fees charged students will probably be increased in the next few years, although the Board has stated this will be a last resort. It is possible that a tuition charge for local students may be mandated by the legislature at some time in this period.

In the Spring of 1978 the College entered into a collective bargaining agreement with three of its employee groups, the faculty, the supervisors, and the institutional support staff. It is the first College in the state to have done this. Although all groups have had a positive attitude about this step, it remains to be seen how the process will actually work.

The role of the community service, non-credit program must be clarified. Although the program is not tax-supported,

there is a great deal of public misunderstanding about its nature and value. The College must find better ways of serving its non-metropolitan regions, and this program may be a vital component in such a plan.

The College, like others nationally, must resolve some of the problems resulting from such a major employment of part-time faculty. Although many fine individuals work as part-time instructors for Pima College, few fringe benefits, educational leadership, salary recognition, nor administrative support are provided to them.

The Board of Governors, as an evolving body, must reconcile its enthusiasm with a separation of powers of the administration, so that the institution may be governed with consistency and clarity. This problem has plagued the College for years. While the Board must not function as a rubber stamp, neither must it assume administrative tasks.

The future for Pima Community College looks bright. The intense enrollment growth has slowed to a manageable level. There is little sign of prospective significant enrollment drops, given the potential growth of the county and Tucson area. Sound fiscal management is in evidence and can be expected to continue. In spite of administrative turmoil, the faculty and students generally have remained enthusiastic and can be expected to continue carrying out the College's commitment to the best in education. Public attitude about the College, when separated from taxes, is positive. It is viewed as an asset to Pima County by all parties concerned.

PINAL COUNTY COMMUNITY COLLEGE DISTRICT

History

Pinal County Community College District was established by the voters in Pinal County in December of 1961. The first board to serve the college district was appointed in January, 1962, and proceeded to put a first bond issue before the voters for building the college plant. Success in passing a bond issue of \$3,755,164.00, purchasing a 400-acre site at Signal Peak, and the appointment of Dr. Don P. Pence as the Founding President was achieved in May, 1967. Ground-breaking ceremonies were held on November 8, 1968, faculty and staff were appointed and classes started in the new Central Arizona College, the Signal Peak campus, on September 22, 1969.

In March of 1971 the district opened the Gila River Career Center, located on a 40-acre site on the Gila River Indian Reservation. The Career Center was built with the assistance of federal funding through the Economic Development Administration on the Reservation at Sacaton. The total cost of this project was \$789,000.00.

Another bond issue was passed in October 1971 by the Pinal County voters. This six million dollar funding package was augmented with federal funds and helped to complete the CAC Signal Peak campus, including the Don P. Pence Center for Visual and Performing Arts. At the same time, construction was authorized for a complex in the eastern portion of Pinal County located on a 320-acre site at the intersection of highway 77 and Aravaipa Creek, creating the Arizona College of Technology.

As of 1979 the square feet in buildings according to location was:

Arizona College of Technology	48,750
Central Arizona College (Signal Peak)	263,306
Gila River Career Center (25,565 leased)	<u>74,905</u>
TOTAL	386,961

Off-Campus Centers, Skill Centers, and Branches

Because of the Pinal County Community College District's commitment to serve the educational needs of all people in

Pinal County, educational programs are offered at the Signal Peak campus, the Gila River Career Center, the Arizona State Prison, the Arizona College of Technology located between Mammoth and Kearny, and other communities in Pinal County.

The Signal Peak campus offers a comprehensive program emphasizing sound educational programs and exceptional community and public service programs. Two sources of notable achievement were Central Arizona College's Public Events Series and the varied programs of Continuing Education.

The Arizona State Prison is designed to help incarcerated individuals receive trade skills and other training that offers hope for their future.

The Gila River Career Center serves the educational needs of many of Pinal County's Native-American population, offering them training and skills for the continued development of their peoples' goals.

The Arizona College of Technology is a comprehensive college with an instructional emphasis of approximately 40% occupational, 40% college transfer, and 20% community service.

Enrollment History and Trends

The Pinal County Community College District has experienced enrollment growth on all of its campuses since classes were first offered at Central Arizona College in 1969 with minor dips during 1972, 1976, and 1978. In 1970 the Fall enrollment of the district showed a headcount of 3005 and a FTSE count of 1488. Enrollment data indicates a steady increase to a headcount of 5961 and a FTSE of 2929 in Fall, 1976. FTSE counts for Fall 1976 were 2568, with a FTSE count of 2863 for Fall 1977 and 2429 for Fall 1978. This district has the highest state community college percentage of occupational enrollment, 42.7.

Summer enrollments are recorded separately and are as follows: 1976--465; 1977--483.

Student Demographic Information

In the Fall of 1977 4883 of the enrolled students were residents of Pinal County, 957 were residents of Arizona outside of Pinal County, 248 were residents of U.S. outside of Arizona, and 2 students were foreign. Of the total enrollment of 6090, 1472 were full-time and 4618 were part-time.

In terms of ethnic backgrounds the classifications were:

Alaskan Native or American-Indian, 10%; Black Non-Hispanic, 16%; Asian or Pacific Islander, .3%; Hispanic, 17.4%; and White Non-Hispanic, 70.7%.

With regard to age distribution, the largest group is the 20-29 age group which comprises 34% of the student population. The next largest group is the 30-39 group which comprises 18%, followed by the below 20 group with 17%, the over 60 years of age group with 14%, the 40-49 group with 10% and the 50-59 group with 7%. The median age for the Fall 1977 semester was 35.

Budget Information

Pinal County Community College District shows the smallest increase in budget from 1977-78 to 1978-79 of all Arizona Community (public) colleges. The total 1978-79 tentative budget is listed as \$8,714,430.00 which is a 5.8% increase over the 1977-78 budget. The county's share of financial obligation for the operation of the college is generated by a district tax rate of \$1.2993, an increase of 9.4% over last year, and an assessed valuation of \$286 million, an increase of 14.3% over last year.

Personnel Information

In September, 1969, when Pinal County Community College District enrolled its first students, 5 full-time administrative personnel and 40 full-time instructional faculty were employed. The growth in faculty and staff accompanied the increase in the growth in student enrollment as expected. The employment data for Fall 1978 shows the following makeup:

Administrative Faculty	19
Instructional Faculty	88
Part-Time Faculty	293
Ratio of FTSE to Full-Time Faculty Equivalency	14 (Approx.)

Educational Objectives

The educational purposes of Pinal County Community College as stated in the current college catalogues are: (1) to offer courses in preparatory education, career skills, lower division-university parallel education, continuing education; and (2) to offer community and student personal services. Because of funding rules, student enrollment tends to be classified along vocational/non-vocational lines. For the 1978-79 year, 42% of the FTSE was recorded as Vocational and 58% was recorded as non-vocational.

Pinal County Community College offers four degrees and a career certificate. In May, 1978, the college awarded 140 Associate Degrees, and 33 Career Certificates.

Some areas of significant internal curriculum activity and some noteworthy programs include:

Intermediate Emergency Medical Technician Program

Creation of a Dental Laboratory which manufactures complete and partial dentures for the Arizona State Prison inmates

A program developed with the Papago Tribe which provides entry level skill training in clerical services, building maintenance, heavy equipment operation, and nursing to some 50 students at the Gila River Career Center

Strong enrollments in Business and Data Processing programs at the Arizona College of Technology.

Community Services

An important part of Central Arizona College's service to the county and the state is its program for senior adults. Central Arizona College recognizes the need for senior adults to fill leisure hours with activities that will provide personal enrichment and intellectual stimulation. Pre-retirement preparation, health maintenance, financial and home management, folk arts and crafts, consumerism, and a variety of special interest topics are included. Fees are waived for senior adults sixty years or older and there is no tuition charged or state money used for these activities.

The Fall 1977 semester also revealed student interest in the district's "Six Dimensions for People Over Sixty." There were 47 workshops and classes held with a total attendance of 1,642. At the second annual Senior Citizen Fair held on the Central Arizona College campus, the attendance was 1800.

Central Arizona College also offers a wide range of individual-interest short courses which focus on personal development, cultural and leisure time pursuits, developments of hobbies, and other related areas. These courses carry no credit, receive no state financial support, and are generally self-supporting.

The Public Events Series provides a well-received community service. Over 17,000 persons participated in performances yearly including the Phoenix Symphony, a visual

Arts Workshop, a Writers Workshop, and other public events.

Faculty Involvement

Faculty involvement is encouraged and provided for through a Faculty Association. The activities of the Association are channeled through approximately 25 standing and ad-hoc committees. These committees are advisory in nature and make recommendations to the President's Council.

Chronology of Presidents

Dr. Don P. Pence was appointed the first President of the Pinal County Community College District in 1967. Upon the retirement of Dr. Pence on July 1, 1976, Dr. Mel Everingham became the second President of the College.

A Look at the Future

The future of the Pinal County Community College District must be viewed within the context of financial considerations. A bridge must be maintained between needs and the financial ability to meet them.

One building project has been funded and put out to bid. This project will consist of a multi-purpose and classroom building at the Arizona College of Technology, and will contain Physical Education rooms, a conference room, and a large meeting room for community groups.

The Five-Year Plan will be updated for the 1979-1985 period, and a serious on-going process of program evaluation will be maintained. Finally, closer ties to business and industry will be maintained in an effort to see that programs are kept current and employment needs are met.

YAVAPAI COUNTY COMMUNITY COLLEGE DISTRICT

History

The first public expression to form Yavapai County Community College came during a meeting of the Prescott Area Council of the Parent-Teacher Associations on Monday, December 6, 1965. An action committee was formed to guide the early development, and on March 21, 1966, a petition was presented to the Arizona State Board of Directors for Community Colleges requesting that the district be formed.

A survey team from Northern Arizona University was employed to do a feasibility study. With a favorable report the district was established, and a Board of Governors was appointed on December 12, 1966. The original appointed board members were elected in 1967. They were: Mr. Dwayne Miller, a real estate broker; Dr. Fred Wheadon, a mining chemist; Mr. Richard Walraven, an attorney; Mr. Roy Campbell, a Prescott merchant; and Mr. Walter Statler, an assayer.

The 100-acre site of the College was selected in Prescott on the grounds of old Fort Whipple, and a bond election was called for on May 23, 1967. The bond issue was passed in the amount of \$2,500,000.00, and the state appropriated \$500,000.00 to help build the College.

President John W. Barnes, appointed in April of 1967 by the Board of Governors, reported to the College on June 2, 1967, to begin planning the building and instructional programs.

Staffing of the College began in July, 1968, when the deans were appointed. During the next twelve months the curriculum was detailed, the catalogue was published, and the staff and faculty were employed.

Yavapai College opened in temporary facilities (hotel basements, bank buildings, and the Veterans Hospital) in September, 1969. Phase I of the building program, comprising the Learning Resources Center-General Classroom building, the Science and Vocational-Technical building, the Physical Education building with the swimming pool, an Administration-Student Center building, and one residence hall, was completed in May, 1970. In 1972, a second residence hall and an art building were completed, and during the 1973-74 academic year two additional buildings were completed: an electronics/art building and a diesel/welding building. In March, 1975, the College Board of Trustees voted to let bids for construction of a branch campus in the Verde Valley region of Yavapai County.

Ground-breaking ceremonies were held on March 20, 1975, and the newly designated Verde Campus was completed in August, 1975. The four-building facility is located in Clarkdale in the foothills of Mingus Mountain.

As of 1978 the square feet in buildings according to location is:

Prescott Campus		190,279
Residence Halls	45,192	
Leased Space	9,396	
Verde Campus		9,400
Clarkdale High School (Rental)		<u>24,000</u>
TOTAL		223,679

Off-Campus Centers, Skill Centers, and Branches

In the interest of fulfilling the community college role of taking the programs to students of all ages, classes are offered in many Yavapai and Coconino County communities. During the 1978 year off-campus classes were offered in 10 Yavapai County communities and in 8 Coconino County communities. A partial listing of those communities is: Ash Fork, Bagdad, Camp Verde, Cottonwood, Grand Canyon, Jerome, Kaibito, Mayer, Page, Prescott Valley, Sedona, Seligman, Supai, Tuba City, and Williams. The Prescott campus serves as the administrative office for all off-campus classes which are not in the Verde Valley, while the Verde Campus serves as the administrative hub for classes offered in all the Verde Valley's communities.

Enrollment History and Trends

In September, 1969, Yavapai College enrolled 817 students (headcount) which generated 495 FTSE (Full-Time Student Equivalency). Subsequent Fall Semester enrollments show a continual rise to 1975 at which time a 4689 student headcount was recorded. Recorded enrollments (student headcount) of 4265 in 1976, 4309 in 1977, and 4412 in 1978 suggest a slight reduction and possible leveling-off in student enrollments. Fall Semester enrollment in Fall, 1978 generated 1726 FTSE.

Student Demographic Information

In the Fall of 1977 19.5% of the student enrollment was classified as full-time. Of these full-time students, 64.8%

were residents of Yavapai County, 26% were residents of Arizona counties outside of Yavapai, and 9.2% were residents of states other than Arizona or a foreign country. One rather large part of this last group was Saudi Arabian students, of which there were 37.

Student ethnic data for 1977 indicates that of the total enrollment of 4309, 5% were classified as Alaskan Native or American Indian, .5% were classified as Black Non-Hispanic, .1% were classified as Asian or Pacific Islander, 2.5% were classified as Hispanic, and 91.9% were classified as White Non-Hispanic.

With regard to the age distribution, the largest group was the 20-29 age group with 32.6%, followed by 17.8% for the below 20 age group, 17.0% for the 60 and above age group, 15.3% for the 30-39 age group, 10% for the 40-49 age group, and 7.3% for the 50-59 age group. The median age for Fall Semester 1977 was 29.

Budget Information

For the initial year of operation (1969-70) Yavapai College's operating budget of \$870,620.00 was paid in part by a Yavapai County tax rate of \$.7927 and an assessed valuation of \$88,294,033.00. For the 1977-78 year the total operating expenses were \$4,286,936.00, the Yavapai County tax rate was \$1.3489, and the assessed valuation was \$223,223,582.00. For the year 1978-79 the final adopted budget shows an operational budget of \$5,047,486.00, a tax rate of \$1.5758, and an estimated assessed valuation of \$225,618,958.00.

The operational cost per FTSE for the 1977-78 year was \$2,083.00 while the projected operational cost per FTSE for the 1978-79 year is \$2,294.00.

Personnel Information

In September, 1969, when Yavapai College enrolled its first students, 5 full-time administrative faculty and 20 full-time instructional faculty were employed. During the period of 1969-78 the growth in faculty has been sporadic but continual. The employment data for 1979 shows the following staffing pattern:

Administrative Faculty	18
Instructional Faculty (Full-Time)	62
Part-Time Associate Faculty	295
Ratio of FTSE to Full-Time Faculty Equivalency	14 (approximate)

Curriculum Offerings and Programs

The educational purposes of Yavapai College as stated in the college catalogue are: (1) to offer courses in the areas of occupational education, general education, transfer education, and continuing education; and (2) to provide community services and personal educational guidance and counseling. Due to the fact that some courses serve several areas and programs, and that the state funding formula characterizes all courses in a dichotomy, student enrollment data tend to be classified along vocational/non-vocational lines. The 1977-78 data showed that during the Fall Semester 31.5% of the FTSE was vocational while 68.5% was non-vocational.

A further analysis showed the percent of students enrolled in University Parallel to be 17.8, while 9.0% were enrolled in Occupational Programs and 73.2% were enrolled in General Programs. It should be observed that a large number of students either are unwilling to place themselves into a specific program or unsure of where they belong, thus accounting for the large percentage of students listed in the General Programs.

Yavapai College offers two degrees: the Associate of Arts and the Associate of Applied Science. It also offers a Basic Certificate. In May, 1978, the College awarded 135 Associate of Arts degrees, 25 Associate of Applied Science degrees, and 19 Basic Certificates.

Some areas of recent internal curriculum activities include:

Revision of content in the Administration of Justice and Electronics Programs

Creation of six new one-credit basic skill courses in English

Creation of a new certificate program in Gunsmithing

Deletion of the "LPN" track in Nursing

Creation of several new courses in the Women Studies Program

Creation of a sequence of courses in solar energy

Creation of a two-course sequence leading to a certificate in the Medical Technician Program

Community Services

Two areas of curricular offerings, the Retirement College and

Community Interest courses, are unique.

The Retirement College is composed of selected course offerings reflecting the needs and wishes of the retired segment of the Yavapai County population. These courses are designed primarily for general education and are offered free to men 65 and over or women 62 and over. During the Fall Semester 1977 399 persons took courses while 514 persons took courses during the Spring Semester 1978. In the Fall Semester 1977 an eight lecture series of "How to Grow Older Better" was also presented, and these lectures were attended by an average of 40 people. The third annual Senior Citizen's Art Fair was held at the Prescott Armory in the Spring of 1978 in cooperation with the Prescott Parks and Recreation Department.

A large number of non-credit courses were offered for all citizens of the county under the category of Community Interest courses. A total of 675 persons took 47 non-credit courses during 1978. These courses included such offerings as Cake Decoration, the Los Angeles Fine Arts Tour, Ceramics for Youth, Reading Clinic, and many others. Such courses are financed entirely by the students taking the course and no tax funds are used.

In the area of Community Services other than courses, many speakers visit the campus each year, the Yavapai College swimming pool is open to the public on a daily basis, the tennis courts on-campus are maintained and used jointly by the College and the City Parks and Recreation Department, the Community Choral and Community Orchestra (composed of students, faculty, and other citizens) present at least two concerts yearly, and the inter-collegiate baseball and basketball events are well-attended.

Faculty-Administrative Relations

The faculty of Yavapai College is organized as a Faculty Association. All full-time faculty below the level of Director are eligible for membership in this organization and faculty participation is encouraged by the Administration. The Faculty Senate is the governing body and directs the operation of the Association's many standing and ad-hoc committees. The purpose of these committees (whose memberships include at least one Administrative Faculty member) is to discuss and make recommendations for the creation of new or the revision of existing institutional policies.

Chronology of Presidents

The original President, Dr. John W. Barnes, resigned in 1972, and Dr. Calvin E. James became the second President of

Yavapai College. Dr. James resigned in June, 1974, at which time Dr. Joseph F. Russo, the Dean of Instruction under Dr. James, was appointed President.

A Look at the Future

The future of the Yavapai County Community College District must be viewed within the context of available tax funds. More effort must be spent in demonstrating efficiency and building credibility.

An anticipated decline in enrollment in the 18-24 age group is seen as an opportunity to meet the needs of other groups (minorities, women, older students) and as a chance to intensify program review and internal evaluation.

Fewer funds will be available for maintenance and operation of the physical plant and if any new space is necessary, it is likely that it will consist of relocated and/or leased buildings.

APPENDIXES

ARIZONA STATE COMMUNITY COLLEGE SYSTEMS

Narrative Summary of the 1978-79 Final Adopted Budgets

APPENDIX 1

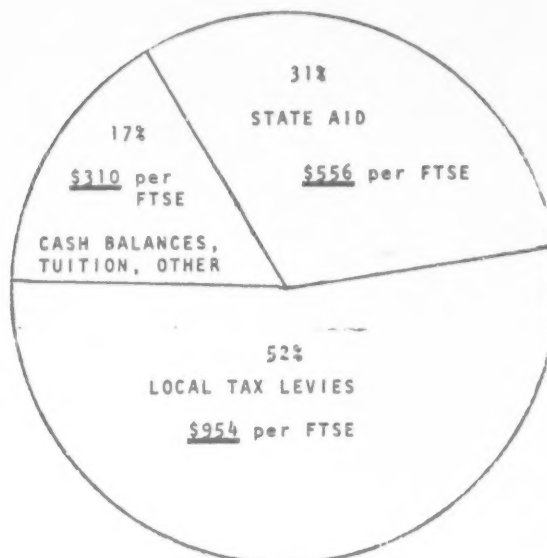
The combined budgets of all nine districts total \$115,267,361, which represents a 15% increase over the prior fiscal year's budget level.

Enrollment projections for 1978-79 relative to the adopted budgets, total 55,644 FTSE, an increase of 4,937 FTSE, or 9.7% over the actual enrollment count for the 1977-78 academic year.

Concerning district tax rates for 1978-79, seven districts reflected increases ranging from a low of 4% to a high of 37%. Graham District maintained the same tax rate of \$1.35, and Navajo District reduced its rate by 6%. The range of tax rates varies from a low of .72 cents to a high of \$1.65 per \$100 of assessed valuation.

The statewide average for the operational cost per FTSE rose to \$1,820 as compared to \$1,688 for the prior year's budget level. This is an increase of 7.8%.

When analyzing sources of operational funds relative to the operational cost for educating each full time equivalent student, the disparity between state aid contributions and local tax monies becomes quite evident.



OPERATIONAL COST
\$1,820 per FTSE
(Statewide Average) **95**

For each one dollar of operational state aid received per FTSE, the districts contribute \$1.72 in support of operating expenses.

In summary, while we recognize that tax rates continue to rise with the tide of inflation, it is also important to recognize that the funding formula for operational state aid has remained fixed for five years.

Assessed valuation figures have also risen to some degree due to inflation; however, increasing costs of doing business has surpassed valuation growth, and each district must recover the loss of purchasing power through local tax levies. The situation is further aggravated by newly enacted legislation that required an automatic deduction of 5% to the official net assessed valuation figures. This new mandate is an effort to offset the inflationary growth of property values and makes local tax rates far more visible as districts balance their budgets in the face of unprecedented inflation.

TJS:aro
8/14/78

ARIZONA STATE COMMUNITY COLLEGE SYSTEM
SUMMARY OF 1978-79 FINAL ADOPTED BUDGETS

	COCHISE	GRAHAM	MARICOPA	MOHAVE	NAVAJO	PIMA	PINAL	YAVAPAI	YUMA	TOTAL - ALL DISTRICTS
1978-79 FINAL BUDGET										
OPERATIONS	\$5,230,675	\$5,167,647	\$49,108,125	\$2,984,021	\$2,805,769	\$19,062,052	\$6,772,000	\$5,047,486	\$5,103,317	\$101,281,092
CAPITAL OUTLAY	481,460	501,693	1,656,603	527,960	589,110	4,333,207	* 827,384	355,738	325,241	9,598,396
DEBT SERVICE	221,000	191,331	1,673,300	-0-	-0-	712,525	1,010,838	287,190	291,289	4,387,873
TOTALS	<u>\$5,933,135</u>	<u>\$5,860,671</u>	<u>\$52,438,028</u>	<u>\$3,511,981</u>	<u>\$3,394,879</u>	<u>\$24,107,784</u>	<u>\$8,610,222</u>	<u>\$5,690,814</u>	<u>\$5,719,847</u>	<u>\$115,267,361</u>
% Change over Tent. Budget	Slight dec.	No change	Slight dec.	No change	No change	2% decrease	1% decrease	1% decrease	No change	7/10 of 1% dec
% Incr. over Prior Yr Budget	12.3%	16.3%	16.5%	12.5%	8.0%	18.0%	5.5%	15.5%	11.0%	15.0%
1978-79 TENTATIVE BUDGET										
Total	<u>\$5,922,935</u>	<u>\$5,860,671</u>	<u>\$52,497,925</u>	<u>\$3,511,981</u>	<u>\$3,394,879</u>	<u>\$24,670,327</u>	<u>\$8,714,430</u>	<u>\$5,766,814</u>	<u>\$5,719,847</u>	<u>\$116,059,809</u>
ENROLLMENT DATA & RELATED COST FACTORS FOR 1978-79										
Total FTSE (Projected)	2,500	2,354	29,040	1,400	1,350	11,900	2,900	2,200	2,000	55,644 ⁶⁸
Total Voc/Tech FTSE (Proj.)	1,000	1,133	8,795	420	540	4,046	1,155	660	750	18,499
Operational Cost Per FTSE	\$2,092	\$2,195	\$1,691	\$2,131	\$2,078	\$1,602	\$2,335	\$2,294	\$2,552	\$1,820
Oper. State Aid Per FTSE	\$ 645	\$1,092	\$ 482	\$ 693	\$ 727	\$ 528	\$ 626	\$ 631	\$ 662	(St. Ave.) \$ 556
Operational Levy Per FTSE	\$1,101	\$ 251	\$ 907	\$1,188	\$1,083	\$ 847	\$1,277	\$1,472	\$1,633	(St. Ave.) \$ 954
TAX LEVY & ASSESSED VALUATION - 1978-79										
Tax Rate 1978-79 (Est.)	\$1.2632	\$1.35	\$0.857	\$0.8301	\$0.7216	\$0.8057	\$1.3284	\$1.4539	\$1.655	
Tax Rate 1977-78 (Actual)	\$0.92	\$1.35	\$0.760	\$0.7961	\$0.7648	\$0.6547	\$1.1878	\$1.3499	\$1.3908	
% Increase Over Last Year	37%	No change	13%	4.0%	(6%)	23%	12%	6.0%	19%	
**Net Assessed Valuation	\$225 M	\$ 46 M	\$ 3.2 B	\$215 M	\$255 M	\$ 1.4 B	\$280 M	\$247.6 M	\$204 M	
% Incr. Over Last Yr's Actual	15%	2%	3%	7%	9%	6%	(16%)	11%	(1%)	

* Within the \$827,384 is \$19,222 identified as a special levy to refund monies to County Treasurer that represents an overpayment of tax monies to the district in a prior year.

** These figures reflect gross valuations and are not net of the 5% as required by law for purposes of setting tax rates.

SBB/CA/TJS/aro 8-11-78

APPENDIX 2

STATE COMMUNITY COLLEGE BOARD

ARIZONA COMMUNITY COLLEGES

FTSE ENROLLMENT

45-Day CensusFall 1978

<u>DISTRICT</u>	<u>TOTAL FTSE</u>	<u>Voc/Technical FTSE</u>	<u>Percent of Total FTSE</u>
Cochise	2,061	762	37.0%
Graham	1,916	771	40.2%
Maricopa	26,862	8,779	32.7%
Mohave	1,140	361	31.7%
Navajo	1,395	560	40.1%
Pima	10,578	3,732	35.3%
Pinal	2,429	1,036	42.7%
Yavapai	1,724	547	31.7%
Yuma	<u>1,932</u>	<u>728</u>	37.7%
Totals	<u>50,037</u>	<u>17,276</u>	34.5%

Total FTSE has declined 3.2%, or 1,637 FTSE less than Fall 1977.

Vocational/Technical FTSE reported 0.2% less, or 33 FTSE fewer than Fall 1977.

45-Day Census figures show a decrease of 670 Total FTSE from 1977-78 ACTUAL AVERAGED FTSE; (or 1.3% less). However, Vocational/Technical FTSE rose 161 FTSE over 1977-78 ACTUAL AVERAGED FTSE; or 0.9% more.

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APPENDIX 3

STATE COMMUNITY COLLEGE BOARD

ARIZONA COMMUNITY COLLEGES

HEADCOUNT ENROLLMENT

45-Day Census

Fall 1978

<u>DISTRICT</u>	<u>TOTAL HEADCOUNT</u>	<u>Voc/Technical H.C.</u>
Cochise	3,939	1,812
Graham	3,576	1,691
Maricopa	54,309	26,927
Mohave	3,410	1,291
Navajo	3,994	1,662
Pima	21,521	10,000
Pinal	5,189	2,179
Yavapai	4,412	1,726
Yuma	<u>3,872</u>	<u>2,073</u>
Totals	<u>104,222</u>	<u>49,361</u>

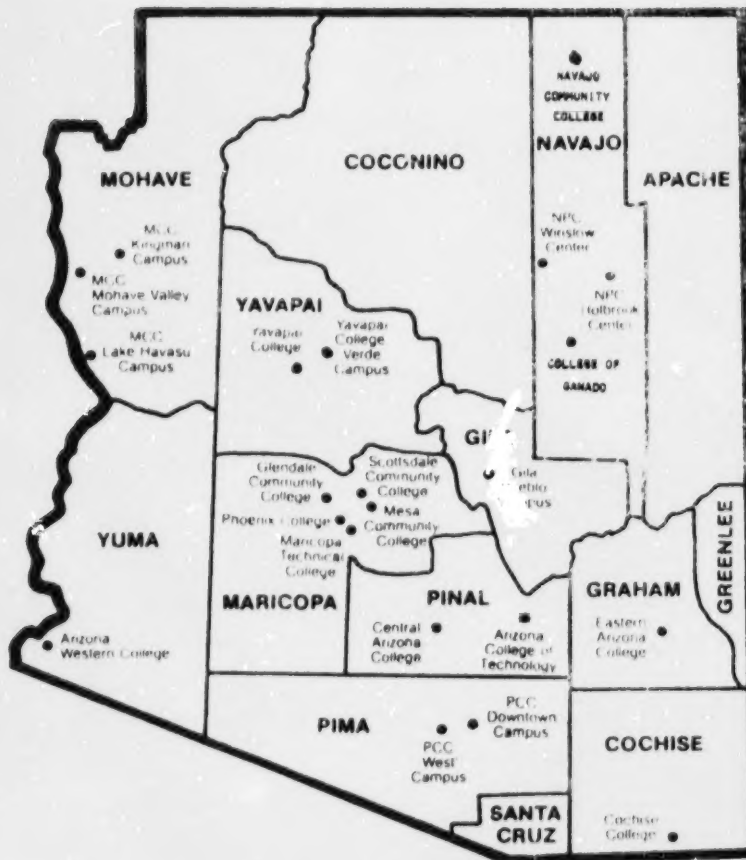
Total Headcount rose 5,089 or 5.1% over Fall 1977.

Vocational/Technical Headcount increased 2,354, or 5.0% over Fall 1977.

11/16/78
aro

ARIZONA

COMMUNITY COLLEGE DISTRICTS



9	Community College Districts
14	Colleges
10	Skill Centers
22	Campuses
379	Off Campus Locations

APPENDIX 5

CURRICULA MATRIX FOR ARIZONA'S COMMUNITY COLLEGES

Attached is a total curricula matrix which includes all programs, academic as well as vocational, offered in Arizona's community colleges. The matrix also indicates the type of degree or certificate awarded at the completion of the program.

This project is a result of Standard II of the Rules and Regulations which was adopted by the State Community College Board on October 23, 1976. Standard II defines credit versus noncredit courses in terms of objectives, approvals, time and credit, syllabus specifications, success criteria, instructors, admissions, administration, grading, and funding.

Below is the legend used in the matrix to indicate the various degrees and certificates.

LEGEND

Degrees:

Associate of Arts	1	Associate of Science	3
Associate of Applied Science	2	Associate of General Studies	4

Certificates:

Certificate	5	Estimating Certificate	17
Basic Certificate	6	Installation Certificate	18
Advanced Certificate	7	Service Certificate	19
Technical Certificate	8	Trainee Certificate	20
Vocational Certificate	9	Detailer Certificate	21
Certificate of Proficiency	10	Underwriting Certificate	22
Certificate of Competency	11	Property & Casualty Certificate	23
Certificate of Completion	12	Adjusting Certificate	24
EMS or EMT Certificate	13	Professional Certificate	25
Intermediate EMT Certificate	14	Reinforcing Steel Detailing Cert.	26
Adv. EMT (Paramedic) Certificate	15	License Position, No Certificate	27
Respiratory Tech. Trng. Cert.	16		

* Program offered, but no designation as to whether degree or certificate.

Fall 1978 - Spring 1979

CURRICULA MATRIX
FOR
ARIZONA'S COMMUNITY COLLEGES
(Academic and Vocational)

	Arizona College of Tech.	Arizona Western College	Central Arizona College	Cochise College	Eastern Arizona College	Glendale Community Coll.	Maricopa Tech. Comm. Coll.	Mesa Community College	Mohave Community College	Northland Pioneer College	Phoenix College	Pima Community College	Rio Salado Comm. College	Scottsdale Comm. College	Yavapai College
AGRICULTURE															
Agriculture Mechanics			2,5												
Agriculture Sciences	6	2,5													
Agriculture Technology		2													
Animal Science															
Animal Science	2						1								
Equine Training and Management													1,5		
Business															
Agri-Business, Sales and Service				1,2	1		1								
Agriculture Business Management	2	5													
Agri. Production - Middle Mgmt.				1,2	1										
Agri. Production and Management							1								
Crop Science															
Crop Science							1								
Horticulture	*	2,5													
Horticulture, Ornamental					1		1								
Plant Science	2														
Pre-Agricultural Sciences									1,3		1				
Pre-Watershed Management									1,3						
Power Equipment Technology	2,5														
Professional Agriculture	1			1	1										
BUSINESS															
Accounting															
Accounting								2			1	2,7		1	
Accounting, Spec. Para-Professional							1								
Accounting Clerk/Bookkeeping						10									

**CURRICULA MATRIX
FOR
ARIZONA'S COMMUNITY COLLEGES
(Academic and Vocational)**

	Arizona College of Tech.	Arizona Western College	Central Arizona College	Cochise College	Eastern Arizona College	Glendale Community Coll.	Maricopa Tech. Comm. Coll.	Mesa Community College	Mohave Community College	Northland Pioneer College	Phoenix College	Pima Community College	Rio Salado Comm. College	Scottsdale Comm. College	Yavapai College
BUSINESS (Cont'd)															
Business															
Business Administration	1	1	1,3	3	1	1	1	1	1,3	1	3		*	1	
Business, General		2,5			1,2	1	1			1		1	1		
Computer Science							1,8 10,25								2
Computer Applications/Programmer							1,10				8				12
Computer Operator											2				
Computer Programmer/Analyst			2,5												
Computer Science											8				
Control Technician															
Data Processing	*	2			1,2	1		1		1			1	2	
Keypunch/Data-Entry Operator							10,11				6,8			2,12	
Office Technician/Data Processing		5					1,8,25				7				
Systems Programmer															
Finance															
Banking and Finance			2,5		1,2	1	1	1	6		1	2	1	1	2,12
Savings and Loan											2,6,7				
Insurance													1,6,22 23,24		
Insurance		2						1							
Management															
Management		2		1,3			1		2,6		2,6,7				2
Merchandising & Selling Mgmt.	2,5		2,5				1,10								
Mid-Management	2,5		2,5	1,5	1,2	1		1			1,5		1		
Mid-Management, Building Material											1				
Mid-Management, Credit Union											1,6,7	2,6,7	1		
Mid-Management, Electrical Ind.											1				
Mid-Management, Fashion Merch.					1,2						1,6				

CURRICULA MATRIX
FOR
ARIZONA'S COMMUNITY COLLEGES
(Academic and Vocational)

	Arizona College of Tech.	Arizona Western College	Central Arizona College	Cochise College	Eastern Arizona College	Glendale Community Coll.	Maricopa Tech. Comm. Coll.	West Community College	Mohave Community College	Northland Pioneer College	Phoenix College	Pima Community College	Rio Salado Comm. College	Scottsdale Comm. College	Yavapai College
BUSINESS (Cont'd)															
Management (Cont'd)															
Mid-Management, Food Service Mgmt.			5												
Mid-Mgmt., Health Care Supervision										1,6,7					
Mid-Management, Interior Design										1,6					
Mid-Management, Life Insurance										1			1		
Mid-Management, Postal Supervision										5					
Mid-Management, Public Admin.										6			1		
Mid-Management, Public Relations										1,6			1		
Supervisory Management	2,5		2,5			11						2			
Marketing															
Fashion Merchandising					1,2										
Marketing	2	2,5	2					2,6				2,6,7			2
Merchandising						11									2
Office Education															
Administrative Assistant												2			
Administrative Assistant, Educ.							1							1	
Clerk Typist	5		5	5		10						7			
Court Reporter			*								1				
General Office Clerk	5		5		5	1		1	6	1,3	1,6			1	
Legal Assistant											1			1	
Medical Transcriber			*			10		6			1				
Office Administration	2		2		1										
Office Services		2			1,2			2							
Receptionist, Bilingual				5											
Receptionist, General				5								7			
Receptionist Legal				5								7			

96

CURRICULA MATRIX
FOR
ARIZONA'S COMMUNITY COLLEGES
(Academic and Vocational)

97

BUSINESS (Cont'd)

Office Education (Cont'd)

Receptionist, Medical
Receptionist, PEX Operator
Records Management
Secretary
Secretary, Bilingual
Secretary, Certified Professional
Secretary, Executive
Secretary, Legal
Secretary, Medical
Secretary, Police
Stenographer
Transcribing Machine Operator,
Legal or Medical
Typing/Clerical Technician
Word Processing
Real Estate

COMMERCIAL ARTS

Advertising Art
Applied Art and Design
Art, Commercial
Art, General
Art, Visual Communication

	Arizona College of Tech.	Arizona Western College	Central Arizona College	Cochise College	Eastern Arizona College	Glendale Community Coll.	Maricopa Tech. Comm. Coll.	Mesa Community College	Mohave Community College	Northland Pioneer College	Phoenix College	Pima Community College	Rio Salado Comm. College	Scottsdale Comm. College	Yavapai College
				5			1			1,6	7				
						11									
	5	2,5	5	2	1,2	1	1	1	2,5	2,3	1,6	2		1	2,12
			5	2	1,2							2,6,7			
				2								2			
		*	2	1,2		10	1				1,6	2			
		*	2	1,2			1				1,6	2			
				1,2											
	5		5	5		10				3					
			*												
						1					1				
			*		1		1				1	2,6,7	1	1	
						1,8,20					2,6		1		
											6,7				1,6
				1							1				
											1				

CURRICULA MATRIX
FOR
ARIZONA'S COMMUNITY COLLEGES
(Academic and Vocational)

	Arizona College of Tech.	Arizona Western College	Central Arizona College	Cochise College	Eastern Arizona College	Glendale Community Coll.	Maricopa Tech. Comm. Coll.	Mesa Community College	Mohave Community College	Northland Pioneer College	Phoenix College	Pima Community College	Rio Salado Comm. College	Scottsdale Comm. College	Yavapai College
COMMERCIAL ARTS (Cont'd)															
Applied Art and Design (Cont'd)															
Functional Design											6,7				
Interior Design											1,6,7		1		
Photography										1			1		
Photography, Commercial											6,7				
Graphics Technology															
Graphic Arts			2												
Graphic Communication						1,10, 11,25									
Graphic Technology			5								2,6				
Media Technology															
Broadcasting		2													
Media Technology											2,6				
Motion Picture/TV Production													1		
EDUCATION															
Early Childhood Education															
Child Care Administration										1,6					
Child Care Assistant				2											
Child Care Center Administration							1								
Child Development		2,9													
Child Development Associate				5											
Child Devel. & Family Relations											1				
Early Childhood Education	5		5								1	1			

98

**CURRICULA MATRIX
FOR
ARIZONA'S COMMUNITY COLLEGES
(Academic and Vocational)**

EDUCATION (Cont'd)

Education

Elementary Education

Secondary Education

Instructional Aide

Educational Technician

Instructional Aide

Teacher/Director

Teacher's Aide

Teacher's Aide, Bilingual

Para-Professional

Mental Retardation

Substance Abuse

Pre-Professional

Pre-Dental

Pre-Engineering*

Pre-Forestry**

Pre-Law

Pre-Medical

Pre-Medical Technologist

Pre-Nursing

Pre-Optometry

Pre-Osteopathy

Pre-Pharmacy

Pre-Physical Therapy

Pre-Podiatry

Pre-Professional Education

Pre-Veterinary

Arizona College of Tech.

Arizona Western College

Central Arizona College

Cochise College

Eastern Arizona College

Glendale Community Coll.

Maricopa Tech. Comm. Coll.

Mesa Community College

Mohave Community College

Northland Pioneer College

Phoenix College

Pima Community College

Rio Salado Comm. College

Scottsdale Comm. College

Yavapai College

69

				1	1		1			1	1		1	1		
				1	1		1			1	1		1	1		
									5	3				1,5		
											1					
							1				6				1	
					1		1,6						1			
			2													
			*													
			*	3	1	*	*			*	1		*	*	1	
			2,5		1	*	*			*	1		*	*	1	
				3	1	*	*			*			*	*	1	
			1	*	1	1	*			*	1		*	*	1	
			*	3	1	*	*			*	1		*	*	1	
							*			*			*	*		
					1		*			*	1		*	*		
			*		1	*	*			*			*	*		
			*	3	1		*			*	1		*	*	1	
				3						*			*	*		
											1					
			*	3	1		*			*	1		*	*		

* Also listed under Technology/Engineering.

** Also listed under Service Occupations.

CURRICULA MATRIX
FOR
ARIZONA'S COMMUNITY COLLEGES
(Academic and Vocational)

GENERAL OR EXPLORATORY STUDIES

Family Studies
Future Studies
General Studies
Individualized Programs
Southwest Studies

HEALTH SERVICES

Allied Health
Allied Health Services
Biomedical Technology

Emergency Medical Training
Medical Laboratory Technician
Medical Records Technician
Medical Technology
Mental Health Technology
Ophthalmic Dispensing Technician
Pre-Allied Health Services
Pre-Health Professional
Radiation Therapy Technology
Radiologic Technology
Respiratory Therapy
Unit Clerk

	Arizona College of Tech.	Arizona Western College	Central Arizona College	Cochise College	Eastern Arizona College	Glendale Community Coll.	Maricopa Tech. Comm. Coll.	Mesa Community College	Mohave Community College	Northland Pioneer College	Phoenix College	Pima Community College	Rio Salado Comm. College	Scottsdale Comm. College	Yavapai College
													1	1	
												1			
	1		1	1	1	1	1	1		1	1				
			1										1	1	
												6			
										1					
	5	13	5	13	13			13		1,5, 13,15	5				13,14
										1,5					
										1					
										1					
		1				1									
		2		3							3				
										1,3					
		1								1,3					
						1									
		2		3		1					3				
		2		3		1,16					3,7				
						11									

100

CURRICULA MATRIX FOR ARIZONA'S COMMUNITY COLLEGES (Academic and Vocational)		Arizona College of Tech.	Arizona Western College	Central Arizona College	Cochise College	Eastern Arizona College	Glendale Community Coll.	Maricopa Tech. Comm. Coll.	Mesa Community College	Mohave Community College	Northland Pioneer College	Phoenix College	Pima Community College	Rio Salado Comm. College	Scottsdale Comm. College	Yavapai College
101	HEALTH SERVICES (Cont'd)															
	Dental															
	Dental Assisting Technician		3		3			10					7			
	Dental Hygiene										1					
	Dental Laboratory Technology			2,5								2				
	Dental Therapy Assistant				2											
	Nursing															
	Nurse, Aide								5							
	Nurse, Assistant			5	6			11	5				6			12
	Nurse, Associate Degree			2	2		1	1	1			1			1	
	Nurse, Practical			5	7	5		10	5	6			7			27
	Nurse, Registered															1
	Nursing		1,2										3			
	HOME ECONOMICS															
	Clothing Construction/ Fashion Design and Marketing															
Alteration Specialist												6				
Apparel & Interior Merchandising								1								
Clothing and Textiles, Merchand., and Fashion Promotion												1				
Fashion Design												1				
Fashion Merchand., Mid-Mgmt.											1,6					
Housing Arts								5								
Interior Design, Mid-Management											1,6					

CURRICULA MATRIX
FOR
ARIZONA'S COMMUNITY COLLEGES
(Academic and Vocational)

HOME ECONOMICS (Cont'd)

Clothing Construction/Fashion
Design and Marketing (Cont'd)
Needle Specialist
Professional Seamstress
Food and Nutrition
Food, Nutrition, Dietetics,
Consumer Services in Food
Service Management
Food Services Administration
General Home Economics
Home Economics, Business
Home Economics, General

LIBERAL ARTS AND SCIENCES

Arts and Humanities

Art
Arts & Crafts
Business Education
Business & Distributive Education
Ceramics
Drama, Applied
Drama, Education
Drama, Production
Drama, Theory

	Arizona College of Tech.	Arizona Western College	Central Arizona College	Cochise College	Eastern Arizona College	Glendale Community Coll.	Maricopa Tech. Comm. Coll.	Mesa Community College	Mohave Community College	Northland Pioneer College	Phoenix College	Pima Community College	Rio Salado Comm. College	Scottsdale Comm. College	Yavapai College
							5					2			
												1			
										1,6					
				2											
				2	1		1		3	1	1				
	1,3	1	1,3		1	1		1	1,5	1	1			1	
												1			1
				3											
					1										
					1							1			1
												1			
		1										1			
												1			
												1			

102

CURRICULA MATRIX
FOR
ARIZONA'S COMMUNITY COLLEGES
(Academic and Vocational)

LIBERAL ARTS AND SCIENCES (Cont'd)

101

Arts and Humanities (Cont'd)

English
English, Creative Writing
English, Journalism
English, Reading
Fine Arts
Foreign Languages
History
Home Economics
Industrial Arts
Interpersonal Communication
Liberal Arts and Sciences
Mass Communications
Mathematics
Music
Painting
Philosophy
Sculpture
Speech
Theatre Arts

Physical and Life Sciences

Biology
Biology, Wildlife
Chemistry
Earth Science
Engineering

	Arizona College of Tech.	Arizona Western College	Central Arizona College	Cochise College	Eastern Arizona College	Glendale Community Coll.	Maricopa Tech. Comm. Coll.	Mesa Community College	Mohave Community College	Northland Pioneer College	Phoenix College	Pima Community College	Rio Salado Comm. College	Scottsdale Comm. College	Yavapai College
	1			1					1			1			
				1											
	1		1		1		1					1	1		
												1			
	1			1					1				1		
	1		1						1				1		
	1			1											
				1											
	1														
				1											
	1,3		1,3		1		1			1		1		1	1
				1											
	1			1			1		1			1		1	1
	1,2			1	1		1		1	1	1	1	1	1	1
	1														
													1		
															1
	1			1	1		1			1	1	1	1	1	1
	1			1	1		1		1	1				1	
	1			1			1					3		1	1
				1											
	1				1		1				1	3		1	
					1						1				
	1														

CURRICULA MATRIX
FOR
ARIZONA'S COMMUNITY COLLEGES
(Academic and Vocational)

	Arizona College of Tech.	Arizona Western College	Central Arizona College	Cochise College	Eastern Arizona College	Glendale Community Coll.	Maricopa Tech. Comm. Coll.	Mesa Community College	Mohave Community College	Northland Pioneer College	Phoenix College	Pima Community College	Rio Salado Comm. College	Scottsdale Comm. College	Yavapai College
LIBERAL ARTS AND SCIENCES (Cont'd)															
Physical & Life Sciences (Cont'd)															
Geological, Geophysics, Geological Engineering, & Marine Science	1				1		1		1	1	3		1		
Geology				1	1										
Physical Science					1		1			1	3				
Physics	1								1		3				
Pre-Biological Sciences															
Science	1														
Physical Education	1		1	1	1		1		1,3	1	1	1	1	1	1
Social Sciences & Behavioral Sciences															1
American Indian Studies															
Anthropology			1	1							1				
Archaeology											1				
Political Science				1											
Psychology			1	1				1	1						
Social Science	1			1									1		
Sociology								1	1				1		
SERVICE OCCUPATIONS															
Administration of Justice															
Administration of Justice	2		2	3	1,2	1	1	2	3	1		1	1	1	2
Corrections			2								1				
Criminal Justice				2,5							1				5
Law Enforcement	1,2														5
Police Certification								5							

104

CURRICULA MATRIX
FOR
ARIZONA'S COMMUNITY COLLEGES
(Academic and Vocational)

105

SERVICE OCCUPATIONS (Cont'd)

Archaeology Aide/Fieldwork
Fire Science
Forestry
Geological Aide
Hospitality
Commercial Food Service
Executive Housekeeping
Fast Food Industry
Food & Beverage
Front Office
Hospitality
Hotel-Motel Management
Travel Agent
Travel-Tour Agency Manager
Library Technology
Museum Aide
Pre-Forestry*
Recreation
Natural Resource Recreation
Parks Management
Pre-Professional Recreation
Professional Golf Management
Recreation
Recreation Aide
Recreation Leader

Arizona College of Tech.	Arizona Western College	Central Arizona College	Cochise College	Eastern Arizona College	Glendale Community Coll.	Maricopa Tech. Comm. Coll.	Mesa Community College	Mohave Community College	Northland Pioneer College	Phoenix College	Pima Community College	Rio Salado Comm. College	Scottsdale Comm. College	Yavapai College
			5							6				
*	2	*	2	1,2	1	1	2	3	1	2	1	1	2,6	
				1										
	2													
		2,5												
										6,7				
										6				
						11				6				
												1,5		
				1,2						2,6				
										6				
										7				
						1				2,7				
		5							1,3				1	
											2			
												1,5		
										1				
					1							1		
		2							1					
										2				

* Also listed under Education/Pre-Professional.

CURRICULA MATRIX
FOR
ARIZONA'S COMMUNITY COLLEGES
(Academic and Vocational)

	Arizona College of Tech.	Arizona Western College	Central Arizona College	Cochise College	Eastern Arizona College	Glendale Community Coll.	Maricopa Tech. Comm. Coll.	Mesa Community College	Mohave Community College	Northland Pioneer College	Phoenix College	Pima Community College	Rio Salado Comm. College	Scottsdale Comm. College	Yavapai College
SERVICE OCCUPATIONS (Cont'd)															
Social Services															
Community Nutrition Worker			5												
Counselor Technician										1,10		1			
Social Services											1,6				
Social Services, Subspecialty in											1,7				
Drug Counseling															
Social Work					1							1			
TECHNOLOGY															
Air Conditioning & Refrigeration															
Air Conditioning												6			
Air Conditioning & Refrigeration	5		2,5	10		1,6,17 18,19									
Air Cond. & Sheet Metal Tech.											2				
Air Cond., Heating, Ventilation											8				
Business and Sales			2												
Refrigeration								5							
Apprentice-Related Instruction						*					6				
Automotive Technology															
Alignment, Brakes and Chassis						5									
Auto Business				2											
Automatic Transmissions						5									
Automotive Service Technology				1,2											
Automotive Technology	2				1	1,8	1	2	2,3		2	1			2,6

106

CURRICULA MATRIX
FOR
ARIZONA'S COMMUNITY COLLEGES
(Academic and Vocational)

107

TECHNOLOGY (Cont'd)

Automotive Technology (Cont'd)

Brake and Alignment
Business and Sales
Chassis
Electrical & Fuel Systems
Engine Overhaul & Air Cond.
Engine Repair and Rebuilding
Engines and Drive Trains
Mechanics
Power Transmissions
Suspension and Brakes
Tune-Up
Tune-Up and Air Conditioning

Aviation and Aeronautics

Airframe and Powerplant
Professional Pilot Programs

Building and Construction

Building & Construction Inspection
Building and Maintenance
Building Trades
Carpenters Technology
Civil Engineering Technician
Construction Graphics
House Wiring
Masonry
Plumbing

Arizona College of Tech.	Arizona Western College	Central Arizona College	Cochise College	Eastern Arizona College	Glendale Community Coll.	Maricopa Tech. Comm. Coll.	Mesa Community College	Mohave Community College	Northland Pioneer College	Phoenix College	Pima Community College	Rio Salado Comm. College	Scottsdale Comm. College	Yavapai College
							5							
2,5		2,5			12	5								
						5								
							5				6			
					12						8			
2,5		2,5	10								6			
							5				6			
						5					6			
				12		5					6			
			2								6			
			2											
										1,6		1	1,5	
		5												
2,5														
		2,5							3					
		2,5												
	2													2,6
									3					
		5							3					
		5							3					

**CURRICULA MATRIX
FOR
ARIZONA'S COMMUNITY COLLEGES
(Academic and Vocational)**

TECHNOLOGY (Cont'd)

Building & Construction (Cont'd)

Pre-Construction

Sheetmetal Technology

Chemical Technology

Diesel and Heavy Equipment

Diesel and Heavy Equipment

Diesel & Heavy Equipment Mechanic

Diesel Engine Systems

Diesel Mechanics

Diesel Technology

Heavy Equipment Operator

Drafting Technology

Architecture

Construction

Drafting Technology

Electro-Mechanical

Manufacturing

Mechanical

Technical Drafting

Electronics

Appliance Service Technology

Business Machine Technology

Communications, Consumer, Digital

Industrial Electronics Tech.

Consumer Electronics

Electrical

Arizona College of Tech.	Arizona Western College	Central Arizona College	Cochise College	Eastern Arizona College	Glendale Community Coll.	Maricopa Tech. Comm. Coll.	Mesa Community College	Mohave Community College	Northland Pioneer College	Phoenix College	Pima Community College	Rio Salado Comm. College	Scottsdale Comm. College	Yavapai College
		2												
		5												
	2								1					
						5								
2,5		2,5				5								
				10										
			1,2										2,6	
		2,5												
			1							2,6,8				
					1	1,20,21	1,5,26		1					
*			5	1,2	1									
					1	1,20,21	1,5		1	2				
							1							
			2,3						1	2				
						6								
						1,8								
										2,3,8				
										6				
						1,8								

108

Arizona College of Tech.
Arizona Western College
Central Arizona College
Cochise College
Eastern Arizona College
Glendale Community Coll.
Maricopa Tech. Com. Coll.
Mesa Community College
Mohave Community College
Northland Pioneer College
Phoenix College
Pima Community College
Rio Salado Com. College
Scottsdale Com. College
Tavapai College

109

[illegible]

- 16 -

CURRICULA MATRIX
FOR
ARIZONA'S COMMUNITY COLLEGES
(Academic and Vocational)

TECHNOLOGY (Cont'd)

Marine Power
Marine Power - Inboard, Outboard
Marine Technology
Mining Technology
Mining Engineering Technology
Mining Laboratory Technology
Mining Technology
Sheet Metal
Fund. of Sheet Metal Fabrication
Sheet Metal Layout & Fabrication
Technical Report Writing
Trade and Industrial Technology
General Technology
Industrial Arts
Industrial Education
Machine Tool Technology
Tool Room Trades
Trade & Industrial Technology
Water & Wastewater Plant Operation
Welding
Certified Welder
Welder's Helper
Welding Technology

Arizona College of Tech.	Arizona Western College	Central Arizona College	Cochise College	Eastern Arizona College	Glendale Community Coll.	Maricopa Tech. Comm. Coll.	Mesa Community College	Mohave Community College	Northland Pioneer College	Phoenix College	Pima Community College	Rio Salado Comm. College	Scottsdale Comm. College	Yavapai College
						5								
						2,5								
2														
2														
2,5		2,5		1,2										2
										6				
				1,2						8				
	2													
									3					
	1													
											2			
							5							
							5				2			
		5												12
		5												
					1,6									
2,5	2	2,5		2,5	7,8,25	5			2,3		2,6,8			12

110